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This is a guide to 82 documents which are abstracted for RESEARCH IN EDUCATION (RIE) from November 1966 to December 1968 on preparing school personnel through the collaboration of schools, colleges, agencies, organizations, state departments of education, and the community. Part one presents summaries of the RIE abstracts in the following categories: type of collaboration; type of inservice program, including ones for urban and rural environments, the gifted, and specific curriculums; training programs; television as an inservice tool; merit rating of teachers; and change. RIE abstracts of the documents are reproduced in part two as the annotated bibliography. (LP)

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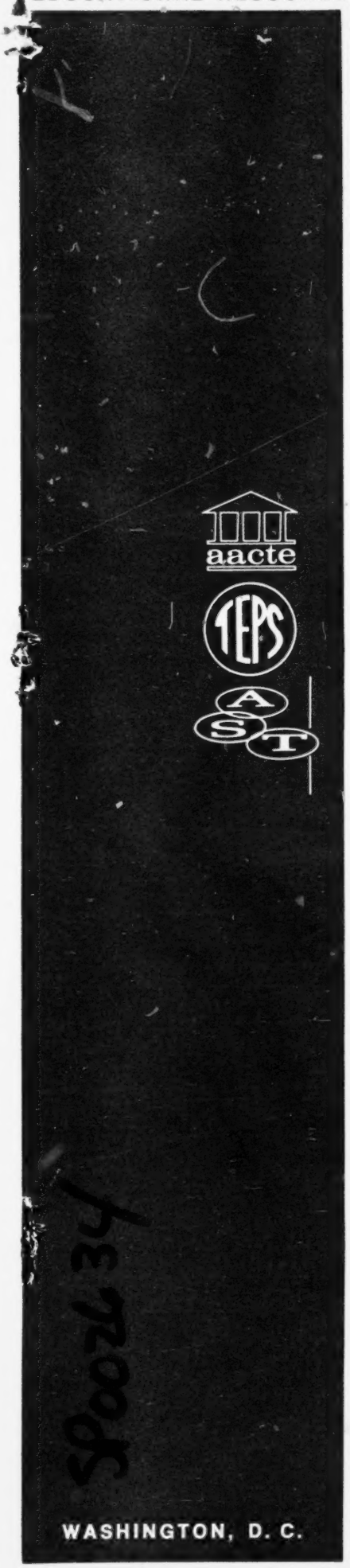

SCHOOL-COLLEGE COLLABORATION IN PREPARING SCHOOL PERSONNEL

A GUIDE TO SELECTED DOCUMENTS IN THE ERIC COLLECTION, 1966-1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Sponsors:
American Association of Colleges for Teacher Education; National Commission on Teacher Education and Professional Standards, National Education Association; and Association for Student Teaching, a department of NEA

May 1969

PREFACE

The Advisory and Policy Council of the ERIC Clearinghouse on Teacher Education has identified a number of areas of priority concern in teacher education. Among these priorities are the ways in which lifelong teaching competencies can be maintained and extended through productive collaboration of collegiate institutions, local schools, state agencies, and other organizations.

The ERIC abstract journal, Research in Education, has been published monthly since November 1966. However, the first contribution of abstracts made by the Clearinghouse on Teacher Education did not appear until the January 1969 issue. The substantial time difference between the inception of Research in Education and of our Clearinghouse indicated a need to determine the state of relevant information available at the time of our entry in the ERIC family of clearinghouses.

This guide is one result of our efforts to learn the nature and amount of information related to teacher education available to users in Research in Education through the December 1968 issue. A comprehensive search through all issues of Research in Education yielded 82 abstracts related to school-college collaboration in preparing school personnel. These abstracts were classified according to the list on page 4, and a brief summary of the abstracts in each category was produced.

The resulting guide to selected documents in the ERIC collection is offered as a useful historical tool. The Clearinghouse staff urges readers of this guide to bring their searches up-to-date by using current issues of our Clearinghouse's publications as well as the January 1969 and later issues of Research in Education.

Joel L. Burdin, Director

ABOUT ERIC

The Educational Resources Information Center (ERIC) clearinghouses form a nationwide information system established by the U.S. Office of Education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the 19 clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--the National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association (NEA); the American Association of Colleges for Teacher Education (AACTE), which serves as fiscal agent; and the Association for Student Teaching (AST), a department of NEA. It is located at 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

HOW TO USE THIS GUIDE

This guide contains abstracts of documents selected on the basis of relevance to school-college relations in preparing school personnel. The abstracts appear in order by document number in Part II, beginning on page 13. Each abstract is preceded by bibliographic information and an availability notation. The key to the guide is Part I, which presents summaries of the abstracts in each of the 15 categories of the Classification, page 4. The Classification gives the page on which a summary of abstracts on each topic begins. After reading the summary, the searcher may turn to the abstracts in Part II identified in the summary by document number.

The reader wishing to obtain documents abstracted in this guide will find that each abstract is preceded by an availability notation. Abstracts of documents available through ERIC bear the notation, "Price:" followed by the form, "MF $0.00 HC $0.00." The amount following "MF" is the price of a copy of the entire document in microfiche, a form requiring special reading equipment. The amount following "HC" is the price for a "hard" or paper copy of the document. Hard copy amounts reflect the new EDRS prices in effect after January 1969. Orders for documents available through ERIC must be mailed to:

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CLASSIFICATION OF SUMMARIES

	TOPIC	PAGE
A.	The Role of the State Department of Education in Teacher Education.	6
B.	School-College Cooperation	6
C.	School-Community Cooperation	7
D.	School-Agency Cooperation.	7
E.	School-Organization Cooperation.	8
F.	Inservice Programs	8
	Differentiated Inservice Programs.	8
	Urban Programs	8
	Rural Programs	8
	Gifted	8
	Curricular Areas	8
	General Comments	9
G.	NDEA Institutes.	9
H.	Television as an Inservice Tool.	10
I.	Faculty Evaluation	10
J.	Factors Affecting Change	11

PART I

SUMMARIES

The Role of the State Department of Education in Teacher Education

A paper on the functions of the State Department of Education states that teacher preparation can be improved best by actual visits to each campus, that the Department should coordinate the joint responsibility of higher education and the public schools for both preservice and inservice education, and that the Department concern itself with funding, research, and recruitment (ED 011248).

A study on the roles of state vocational and technical agencies and the influence which these departments have upon local schools and teacher education programs suggests some directions for needed changes (ED 013362).

School-College Cooperation

A report published by the American Association of Colleges for Teacher Education describes administrative structures of cooperative ventures established during 1964-65 and presents models for cooperative structures (ED 014485). Three task forces, composed of school, college, and university staff members, did the initial work in the development of school-university programs for the preservice education of teachers for the disadvantaged in selected cities (ED 002463). In a follow-up of an earlier study of teacher education practices, programs related to closer school-university cooperation included five-year work experience programs, sharing of personnel costs, establishment of an educational continuum from kindergarten through college, and a variety of pre- and inservice programs (ED 013770).

Specific cooperative programs include: five public elementary and junior high schools collaborating with the Brooklyn College teacher education program (ED 011010); a four-year statewide school improvement and teacher education program in Oregon which is a cooperative venture among local schools, colleges, and the State Department of Education (ED 002731); intensive summer programs for teachers conducted by a college-school science project (ED 013216); a research and demonstration learning center built at one university (ED 014198).

Also, a cooperative summer reading program designed to help elementary school children with reading problems and to develop an inservice program for teachers (ED 014379); a cooperative program which prepares teachers for urban schools and places college personnel in the public schools on a full-time basis (ED 014448); one school system that worked with universities to prepare inservice courses for all teachers, to train public school teachers as inservice instructors, and to find methods to evaluate the courses (ED 020162); and a fine arts program for disadvantaged pupils in which two universities helped teachers to develop experimental teaching techniques (ED 020988).

An evaluation of summer institutes on fluid power education concluded that the summer institute is a most effective vehicle for introducing new technology to teachers since it is an efficient way to bring together teachers and educational, industrial, and technological authorities (ED 016113). A cooperative seminar aided machine shop instructors in developing skills and knowledge for teaching the operation of certain machine tools (ED 017726). A study to determine practices and policies for keeping industrial education teachers qualified recommended two cooperative programs (ED 014529).

School-Community Cooperation

Through a discussion of urban trends, a theory of the community school is presented. The Mott Program in Flint, Michigan, is described as a model (ED 020526). A series of papers discusses involving the community and parents and includes these points: the principal is the key to the success or failure of community involvement, and low-income residents have considerable knowledge to offer to teacher education and should have contact with teacher trainees (ED 012736).

A program to raise the achievement level and educational and vocational expectancy of the youth of one city included the organization of a citizens advisory committee, the establishment of a parent-cooperative nursery school, school and parent-sponsored activities, and the extension of parent education (ED 001472). The director of the program worked with community services and citizens groups. There was also a school-home coordinator and evening counselors who counseled parents and assisted the adult education department (ED 001462).

In one city, school-community programs were initiated as part of a school integration program (ED 020951).

School-Agency Cooperation

A workshop for trade, industrial, vocational, and technical teachers and supervisors evaluated the cooperative work experience plan of education relative to trade and industrial education (ED 017727).

Money was given by a foundation to projects resulting from a program which directed teachers in the use of classroom-related scientific research for improving instruction (ED 022333).

An article on the needs of depressed areas discusses the role of agency-based community workers who provide liaison between the school and the parents and the community (ED 002530). A program focusing on increasing the quality of education and human relations includes cooperative projects with community agencies (ED 001598).

School-Organization Cooperation

The National Commission on Professional Rights and Responsibilities, at the request of the local education association, conducted an investigation of the alleged inequality of educational opportunities available to Detroit's youth and made recommendations in several areas including teacher preparation (ED 011705).

To improve the education of youth in one urban area, the program proposed the involvement of service organizations to aid in this effort (ED 001455).

Inservice Programs

Differentiated Inservice Programs. Three different approaches to inservice education are described, each was developed to provide individual training in group sessions (ED 011591). A pilot program, conducted to train teachers of vocational, technical, or industrial education in fluid power, utilized teams to develop a curriculum for the level of primary interest to that team (ED 012396). A summer institute offered opportunities for experienced and prospective teachers to develop teaching techniques (ED 001164). One program offered teachers, administrators, and guidance counselors an opportunity for supervised inquiry and experience in the special problems of urban schools (ED 001533).

Urban Programs. Teacher training consultants were used to develop an experimental orientation and inservice training program to provide intensive help for newly appointed teachers in an urban area (ED 002344). A summer workshop for teachers offered human relations education using an interdisciplinary approach (ED 002021). Teachers were given an opportunity to teach in a different socioeconomic area for one to five days (ED 001511).

Rural Programs. A survey reports on inservice education practices in 155 small secondary schools in one state (ED 013167). A multistate cooperative endeavor to identify and define ways of strengthening the educational programs in small schools which cannot be consolidated held summer workshops in each state (ED 002267).

Gifted. A pattern for inservice education to support program development for gifted children is described (ED 002103).

Curricular Areas. In the field of mathematics education, two conferences were held to study existing programs and to develop pilot programs (ED 001294 and ED 001306). A workbook was developed to be the basis of an inservice workshop (ED 016614). A bulletin describes three types of existing inservice education programs (self-directed study, directed short-term study, and directed long-term study) and discusses the establishment of goals, standards, and evaluative criteria for inservice education (ED 018272). The results of a survey are reported on the status of mathematics education in the elementary and secondary schools of one state (ED 018394).

A descriptive outline of another state's inservice teacher education program in elementary mathematics is presented (ED 018398). Instructional materials in mathematics were developed according to desired behavioral outcomes and demonstrated at a summer inservice program (ED 012397).

A conference was held to produce a description of needed research in the inservice retraining of elementary school teachers in the language arts (ED 011974). The evaluation of a project to upgrade the teaching of reading skills at the elementary, junior, and senior high school levels is reported (ED 019190). A comprehensive reading program in one disadvantaged high school includes inservice teacher training (ED 016016). The publication of a study guide for Spanish teachers by a State Department of Education is intended to stimulate inservice programs to relate linguistic theories and findings to classroom techniques (ED 011181).

Inservice sessions were held for teachers of social science material in the elementary school (ED 001135). A study on workshops to acquaint high school physics teachers with new science curriculum materials is described (ED 020134). Biology teachers were trained in the techniques of instructional technology including the development of a prototype computer-assisted learning sequence for inservice education (ED 014219).

Three hypotheses concerning the inservice education activities of technical and industrial teachers and supervisors in professional and subject matter areas were tested; results and recommendations are reported (ED 016044). A study of the effectiveness of data processing summer institutes for business teachers is described (ED 016861). An institute was held to stimulate and encourage the development of quality baccalaureate programs in technical teacher education (ED 017729).

A study on the effects of an inservice program on teachers' attitudes about creativity found that such a program is valuable in developing increased understanding of creativity (ED 013803).

General Comments. A study of inservice education in secondary schools found that teachers wanted help most often in the areas of student motivation, individualizing instruction, and innovation (ED 015147). A description of programs offering extended-year contracts for teachers indicates that most of the curriculum development and inservice training takes place during the summer months (ED 012701).

NDEA Institutes

One pilot study set out to draw conclusions about how a study of institutes best could be conducted, what ought to be the purposes of such a study, and what the institutes in English had accomplished in 1965 (ED 013252). An interim progress report describes an effort to train early childhood teachers who are separated geographically to meet regularly for course work (ED 017326).

Evaluations of the following institutes are presented: 1961 modern language institutes (ED 011185), use of English Institute Materials Center curriculum materials in English institutes in 1966 (ED 013254), institutes for the improvement of science instruction (ED 011853), 1966 civics institutes (ED 012272), 1966 industrial arts institutes (ED 013910), 1967 institute for advanced study in industrial arts (ED 020349), 1965 geography institutes (ED 014009), and 1966 institutes for educational media specialists and school library personnel (ED 014892).

Television as an Inservice Tool

An article focusing on the uses of educational television discusses its potential for inservice education (ED 002347). Twenty-one school districts have cooperated with a state college and a commercial television station to produce a teacher inservice program through which teachers learn both subject matter and teaching techniques (ED 002294). Another cooperative program provided training for elementary school teachers using modern mathematics textbooks and found an increase in teachers' awareness of changes taking place in mathematics (ED 002433).

Inservice teacher education is to be provided through self-contained inservice courses utilizing microteaching; each course will be directed toward a particular teaching skill or technique (ED 017501).

A study on the effective use of network television includes: 1) a review of the literature and identification of innovative projects, 2) a questionnaire which identifies teachers' areas of interest to be motivation and helping children accept responsibility, 3) a production of sample films organized around teaching problems for use in a TV series for teachers (ED 015667).

A conference established objectives and procedures for television in the public schools including its use for inservice education since learning opportunities could be provided simultaneously for large numbers of teachers in various locations (ED 001357).

Faculty Evaluation

A study which reviews merit-rating literature, analyzes rating scales and procedures, and makes recommendations for developing and implementing merit programs, concludes that a combination of superordinate, peer, student, and self-evaluation provides the best basis for decisions on merit increases (ED 011692).

Factors Affecting Change

A bibliography lists publications from 1932 to 1968 in the area of planned change (ED 020569). The Center for Coordinated Education and Educational Change sponsored three series of projects during 1967-68 which tested a new approach to the professional growth of principals and teachers, projects on the diagnosis of school weaknesses, and projects on the utilization of innovations (ED 018857).

A paper on the socialization process discusses the special problems of change and issues requiring further study (ED 012512). A selected group of papers from two institutes discusses fostering and reinforcing innovative behavior in school personnel (ED 013683).

A 14-month field study conducted in a junior high school to determine the primary features of the teacher subculture revealed that effective curriculum change emanates more clearly from private and public sources operating outside the system of constraints that deter school personnel (ED 020588). To promote and study the climate for change an in-service program was held on the mechanics and methods of research derivation and utilization skills for school personnel who had cross-building responsibilities (ED 017933).

In a study on the effects of faculty meetings on teacher morale, there were significant differences between the responses of teachers and of principals, and it is suggested that there be inservice training on organizational development (ED 012696).

Representatives of 19 Curriculum Study Centers met to share information and to inform others about their accomplishments (ED 001126).

PART II

ABSTRACTS

ED 001126 Steinberg, Erwin R.
CURRICULUM DEVELOPMENT AND EVALUATION IN ENGLISH AND SOCIAL STUDIES.
Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program. 1964. 155 p.
Price: MF $0.75 HC $7.85

Representatives of the nineteen Curriculum Study Centers supported by the U.S. Office of Education gathered to share information about what each Center was doing in order to analyze and attach common curricular problems; to consider certain common procedural matters such as the publication and dissemination of their materials; to examine research designs, tests, and testing procedures to draw conclusions about future directions for curriculum evaluation; and to inform interested professions about the accomplishments of the Study Centers. Included are the summaries of statements made by each of the individual Centers, eleven in English and eight in social studies. Introductory analyses accompany both the group reports. While no two Centers are attacking the same problem or using the same approach, the reports show that there are remarkable similarities in many of their basic ideas. The Centers seem to share a common interest in inductive teaching, sequential learning, evaluation, teacher-training programs, new curricular subjects, new emphases, and the newer technical media. All of these matters of common interest are discussed, as is the work of the individual Centers. This conference report is concluded by a commentary and discussion on the issues raised at the evaluation meeting and on the papers presented by the invited speakers. The problems discussed in these papers are those which arise at many stages of curricular study.

ED 001135 Fox, Robert S., and others
TEACHING OF SOCIAL SCIENCE MATERIAL IN THE ELEMENTARY SCHOOL.
Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program. June 1964. 213 p.
Price: MF $1.00 HC $10.75

Objectives were: to utilize the working materials created during the previous year; to explore the need for a set of resource materials directed toward helping the classroom teacher gain knowledge and skills to help in the teaching of social science; to field-test the resource materials in elementary schools; to develop and test teacher orientation and inservice education; to analyze the data from the previous year's study of cross-age educational efforts; to improve children's skills and attitudes toward others through a summer day-camp; to develop proposals for basic research. Teachers were oriented and a series of inservice sessions was held. Units were then taught by these 18 classroom teachers in three Michigan schools. In the summer of 1963, a day camp was held at Bethel, Maine,

where experimentation with cross-age relationships took place. Time seemed to be a problem with the teachers, as was their knowledge and attitudes toward the content area of social science. Children involved were not fully prepared to utilize skills that were necessary in the learning of the unit. The vocabulary was new to many, and they were sometimes bored. It is suggested that small groups be used for the study. The cross-age work used children from kindergarten through 6th grade. The older ones helped the younger ones with projects and personal relationships. Reports on many children and their interaction with others are given in detail. For example, a sixth grader helped a slow fourth grader to read. The results were favorable, and a good rapport existed between most of the children.

ED 001164
GENERAL CATALOGUE OF INFORMATION AND COURSES OFFERED. Clayton, Mo.: Mark Twain Summer Institute, 1965 Session. 1965. 16 p.
Price: MF $0.25 HC $0.90

The Mark Twain Summer Institute offered challenging educational opportunities, provided excellent teachers an opportunity to develop new techniques, and offered an "intern-teacher" program. The students qualified to attend were able secondary students from grades nine through twelve. Each student would take one non-credit high school course. The curriculum consisted of English composition and literature, first and second year Chinese, first and second year Japanese, beginning and advanced German, beginning and advanced Russian, art form, modern mathematics, astronomy, biology, chemistry, earth science, physics, engineering, law theory, philosophy, economics, modern East Asian history, behavioral science, and rapid reading. A college day for the students to meet representatives from different colleges was offered, as was a lecture series. A new addition to the Institute was the "intern-teacher" program. Prospective and experienced teachers could become a part of the program through application.

ED 001294 Brown, Kenneth E.; Snader, Daniel W.
INSERVICE EDUCATION OF HIGH SCHOOL MATHEMATICS TEACHERS. Washington, D.C.: U.S. Government Printing Office. 1961. 112 p.
Price: MF $0.50 HC $5.70

A conference of educators was called to deal with the need for improved high school mathematics teaching. Specifically the conference considered the need for inservice education for teaching new improved programs, and the role of school administrators in implementing them. Included are the addresses and the reports of group work sessions. The many new uses of mathematics today demand greater understanding of the structure of mathematics, and more emphasis is placed on symbolic representation of ideas and relationships and less on computations which can be done by machines. Recommendations for curriculum changes made by various groups are described. The results of a survey of universities are given which show that over half have some kind of program of

inservice training. Different types of programs are listed, with specific examples. Recommendations deal with personnel, costs, and practices. The conferees reported many ways in which administrations are helping teachers up-grade their professional competence. For example they are encouraging further education by urging teachers to take advantage of local programs, and by providing funds or encouraging local philanthropic and industrial organizations to do so. The importance of the communication of mathematics educational aims to other disciplines is emphasized, and cooperation is urged of high school with both elementary and college level math programs.

ED 001306 Schult, Veryl; Shell, Theodore L.
INSERVICE MATHEMATICS EDUCATION. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education; U.S. Government Printing Office. 1964. 135 p.
Price: MF $0.75 HC $6.85

As a result of the development of new mathematics curriculums on all levels, the need for inservice education of teachers is critical. This conference met in order to study existing programs and to report promising practices, to explore ways of financial support, and to develop plans for pilot programs in states where assistance is needed. In spite of much progress, many mathematics teachers have not been reached by inservice education, especially in elementary schools. Most personnel teaching inservice programs have been from universities and state departments of education, but other sources should be tapped to provide the number of instructors needed. Funds from local districts, business and industry should supplement what is now available from state and national sources. Programs should be increased. Courses could be made more widely available by the use of media such as television, films and teaching machines. This bulletin includes reports on inservice education programs from selected states, panel reports on the role of professional organizations and government agencies in planning and supporting inservice programs, and the deliberations of conference seminars. Check lists give advice on starting or expanding a program, in financing it and evaluation. The appendix includes a bibliography.

ED 001357 Anderson, Robert C., and others
THE PUBLIC SCHOOLS AND TV: A CASE BOOK OF PROGRAMING PRACTICES.
Tallahassee, Fla.: State Department of Education. 1958. 120 p.
Price: MF $0.50 HC $6.10

The Southern States Work Conference, sponsored by the Chief State School Officers and the State Education Associations of the South set forth the project objectives and procedures for television in the public schools. The Southern states involved in the decisions were Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. Television in the public schools could be used for administrative purposes, to telecast to general or specific staff or to faculty personnel with a minimum of time

and inconvenience. Television could also be used for inservice teacher education, learning opportunities could be provided simultaneously for large numbers of teachers in various locations. Effective methods and techniques could be graphically presented to teachers in all subject areas and on all grade levels. Direct teaching of subject matter by television made it possible for the school to serve more students, and provided good teaching to greater numbers. Direct teaching by television was a team job, planning was system-wide, and the classroom teacher and the television teacher worked together in mutual understanding and confidence. Using television for enrichment and supplementary instruction was carefully correlated with the regular teaching schedules, and planned to illuminate, clarify, and extend the concepts, understanding, and attitudes being developed by the classroom teacher. Adult education could be furthered through the use of television in such ways as child care training for mothers in the mid-morning, and literacy education and seminars on world problems in the evening.

ED 001455
PILOT PROJECT IN COMPENSATORY EDUCATION: FINAL REPORT, 1965.
Fresno City, Calif.: Fresno City Unified School District, Compensatory Education Program. June 1965. 105 p.
Price: MF $0.50 HC $5.35

West Fresno was a typical depressed urban area with housing and economic problems. Added to these were certain social frictions between the two minority groups of the areas, Negroes and Mexicans. The objectives of Fresno's pilot McAteer Project were 1) to develop an inservice program promoting teacher understanding of the culturally diverse child; 2) to organize citizens' advisory committee to help find solutions to school problems; 3) to extend socio-psychological services; 4) to establish a parent cooperative nursery providing needed experiences for pre-school children and parent education on the cultural, physical, and emotional needs of preschool children; 5) to encourage school and parent sponsored activities for cultural enrichment, such as field trips, concerts, and speakers; 6) to provide study hall facilities and tutoring services in the evenings; 7) to extend parent education to meet the specific needs of in-migrant parents; and 8) to involve the Fresno State College and the many service organizations of the area in this effort. Evaluation included both subjective and objective data. Pre- and post-testing, and control and experimental groups were used with some programs. Parent, teacher and students noted changes in attitude, attendance, citizenship, and self-image of the underachievers. Data collected supported the idea of a pre-school. Parent education should be expanded, particularly at the pre-school level, including information on health services. Individual and group counseling was essential to a compensatory program as were field trips. More emphasis should be placed on reading in the primary grades. It was essential that institutions of higher learning be used to promote research, pre-service and in-service education,

new techniques, and materials for the disadvantaged. Courses on the culture and background of various ethnic groups should be offered throughout the curriculum. Citizens of the community could give a helping hand to potential dropouts.

ED 001462
RESPONSIBILITIES AND JOB DESCRIPTIONS FOR 1965-1966. Fresno, Calif.: Fresno City Unified School District, Compensatory Education Program. 1965. 15 p.
Price: MF $0.25 HC $0.85

The number and categories of personnel to be used in the Compensatory Education projects were listed. Job descriptions of all categories of personnel included general and specific duties and the qualifications required. The director of the Compensatory Education Project communicated and worked with community services and citizens groups, and was responsible for publicity. He identified schools with culturally and economically disadvantaged children and administered compensatory programs in each of these schools. The coordinator was responsible for in-service education of teachers and for supervision of teacher aids. The specialist experimented with new materials and techniques, worked closely with institutions of higher education in research. The field trip specialist explored trip possibilities and organized all trips. The school-home coordinator worked with students, made home visits, and related information gained from parents and children to the principal, counselor and teacher. The Reading Opportunity teacher was located in each compensatory elementary school and helped diagnose and work with underachievers in reading. The evening counselors counseled parents and students of the ninth or tenth grades during the fall semester and gave help to the adult education department whenever possible. The evening study center teachers had charge of the centers. The teacher aids helped the classroom teacher in various activities and in preparing materials. The pre-school teacher helper assisted with the daily duties, and made possible more individual attention to the children. The secretary worked for the director and performed various clerical tasks. An additional secretary provided clerical assistance and worked particularly with the in-service education program.

ED 001472
COMPENSATORY EDUCATIONAL EVALUATION BOOKLET FOR 1964-1965. Fresno, Calif.: Fresno City Unified School District, Compensatory Education Program. 1965. 83 p.
Price: MF $0.50 HC $4.25

West Fresno, a depressed urban area with housing and economic problems, had certain social frictions between the two minority groups of the area, Negroes and Mexicans. One of the strengths of the neighborhood was the concern of some parents and lay groups for the youth and their problems. A breakthrough project was proposed for six elementary schools, one junior and one senior high school. The dropout rate was high and reading levels in all grades were low. In order to raise the achievement level and the

educational and vocational expectancy of the West Side, the proposal aimed 1) to develop an inservice program to help teachers understand the culturally diverse child and ways of handling attitudes of the child, his parents and the community; 2) to organize a citizens advisory committee to help find solutions to school problems; 3) to extend socio-psychological services; 4) to establish a parent-cooperative nursery school providing needed experiences for pre-school children and parent education on the cultural, physical, emotional, and educational needs of pre-school children; 5) to encourage school-and-parent-sponsored activities for cultural enrichment such as field trips, concerts, and speakers; 6) to provide study hall facilities and tutoring services in the evenings; 7) to extend parent education to meet the specific needs of in-migrant parents; and 8) to involve Fresno State College and the many service organizations of the area in this effort. Evaluations and procedures for each of the programs developed in this project were described. Junior high school participation included helping with the pre-school and taking field trips. The in-service teacher education program emphasized curriculum development, and participation in training meetings and out-of-district workshops. A reading program and a big brother program involving citizens were also undertaken.

ED 001511
EXPERIMENTAL TEACHER EXCHANGE PROGRAM. Springfield, Mass.: Springfield Public Schools. September 1964. 2 p.
Price: MF $0.25 HC $0.20

Teachers were given an opportunity to teach in a different socio-economic area for from one to five days. The purposes were to give them an opportunity to become aware of the similarities and the differences in varied types of teaching situations, and to provide them with common experiences to serve as background for the fall professional meetings. The procedures to be followed in instigating such exchanges are outlined, and a list of the various pairs of schools between which interchanges were made is provided.

ED 001533
THE HARVARD-BOSTON SUMMER PROGRAM IN URBAN EDUCATION, 1965. Boston, Mass.: Harvard-Boston Summer Program in Urban Education. 1965. 8 p.
Price: MF $0.25 HC $0.50

The program offers experienced school personnel a chance for supervised inquiry and experience in the files of instruction, and supervision, administration, and guidance, with emphasis on the special problems of urban schools. The program hopes to examine various problems of curriculum development, teaching procedure, school and staff organization, and in-service staff development. Two types of participants will be participating in the program. A group of elementary school students will attend morning classes and afternoon recreation activities. A second group, composed of adults, will plan, teach and observe the children's classes in the

morning and attend graduate work classes during the afternoon. The adults will be able to engage in supervised curriculum planning and teaching under clinical conditions. They will be urged to pay more attention to teaching pupils how to acquire, interpret, evaluate, and communicate knowledge. The program will allow its adult students to explore the human differences found in urban schools. Team-teaching will allow student teachers to learn problems of leadership. Besides the practicum activities for teachers, administrators and guidance counselors, afternoon seminars will be held in guidance, and in the teaching-learning process. Graduate credits will be given for completed work.

ED 001598
A BOLD VENTURE: INTEGRATION IN DEPTH WITH STUDENT POPULATIONS.
Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project.
1965. 14 p.
Price: MF $0.25 HC $0.80

This project will focus on increasing the quality of education and human relations to foster real understanding across racial lines. A series of closely related programs will attempt to help disadvantaged children develop the skills, knowledge and attitudes necessary for future success. Integration in depth will be fostered by common social activities and educational activities among students, school personnel and parents. Included are inter-school activities, teacher in-service education, and cooperative projects with community agencies. A regional demonstration laboratory will be set up to conduct experimental programs in educating disadvantaged students, with the assistance of the University of California. Full-time planning personnel who are specialists in urban affairs will be assigned to schools. Emphasis will be on technical and vocational education, use of teaching fellows, and in-service education. A Parent Education Experimental Program will include training teachers to work with parents. The Scholarship Developmental Program will work to identify students with potential, assist them in educational and career planning and in finding scholarship assistance. Development of mass communication services will include education via closed circuit television and video tape recorders. The Basic Educational Skills Training Center will serve recent or potential high school dropouts, offering intensive vocational guidance and a core curriculum on a part time basis. An intensive attack on the dropout problem will consist of curricular experimentation and improved counseling systems. Massive health services will conduct educational health and referral services in and out of school sites.

ED 002021 Birnbaum, Max; Wolcott, Leon B.
HUMAN RELATIONS EDUCATION FOR TEACHERS THROUGH THE INSTITUTE X TYPE COURSE. The Journal of Educational Sociology, 23 (Oct. 1949). pp. 78-96.
Price: MF $0.25 HC $0.95

The most effective medium for inservice education of teachers is the summer work-shop. The course was an institute involving an instructor-coordinator as well as specialist. The areas covered were anthropology, sociology, child study, human development, psychology, social psychology, psychiatry, and curriculum development. The area of child study emphasized the child in his total social setting. The use of sociometric techniques afforded an effective way of studying the structure and dynamics of children's groups, as well as studying the behavior of children. Other ways of studying child development included anecdotal records, the use of nondirective interviews, and the study of family and community backgrounds. Problems involved in conducting the institute-type course in human relations included the proper use of personnel, permissiveness in the class situation, the use of consultants, and the discovery of the major needs of the group. Evaluation of the summer workshop showed that the general morale and reactive behavior of the participants appeared to be superior to that encountered in traditional courses. Back in the classroom, the teachers who had participated in the workshop felt that their problem children overcame some of their problems, that their classrooms became more permissive, and that they could adapt literature to dealing with problems in human relations.

ED 002103 Jackson, David M.; Rogge, William M.
INSERVICE EDUCATION--AN INTEGRAL PART OF THE ILLINOIS PLAN FOR PROGRAM DEVELOPMENT FOR GIFTED CHILDREN. Urbana, Ill.: University of Illinois. April 1965. 15 p.
Price: MF $0.25 HC $0.85

A pattern for inservice education to support program development for gifted children is described. The pattern includes the State of Illinois plan of which it is a part, the approach employed, and the operational plans for a 1965 summer institute. In 1963-65 Illinois appropriated $6,750,000 to implement its plan for program development for gifted children. School districts enrolling about 60 percent of the State's public school pupils are receiving reimbursement for the current school year. To date, 27 demonstration centers have been established; they provide demonstrations of many approaches to the education of gifted children. The State has supported summer institutes, inservice institutes, and academic-year institutes. Basic features of the summer institutes at the University of Illinois for demonstration center personnel are that faculty should pursue self-assessment of practices, models of goals should be provided, faculty should be able to practice while still in the inservice program, and faculty should be able to continue the processes of self-assessment after the program ends. The activities of the 1965 summer institute will train teachers to demonstrate the use of new materials and techniques appropriate for the gifted. Demonstration center directors, supervisors, and consultants will be trained in ways of disseminating new materials and techniques through the establishment of demonstration centers and inservice training programs.

ED 002267 Jesser, David L.
WESTERN STATES SMALL SCHOOLS PROJECT: SUMMER WORKSHOP 1963. Carson City, Nev.: State Department of Education. 1963. 58 p.
Price: MF $0.50 HC $3.00

The Western States Small Schools Project (WSSSP) is a multistate cooperative endeavor to identify and define ways of strengthening the educational programs in small schools which cannot be consolidated. Summer workshops are held in each State. A summary and report of several WSSSP summer workshops is included. The workshop schedule consists of lectures by special consultants, discussions, and evening exchange meetings for the groups involved. "A Teacher's Philosophy of Education," by Marie York, summarizes ideals for teacher performance. Discussed are such topics as parent conferences, the method problem, grouping, adapting methods to abilities, remedial teaching, automation, and individual study centers. "The Telephone as a Teaching Tool" describes the limited use of the telephone in the Nevada schools curriculum and explains plans to increase its use. The speaker-phone can be a method to bring outsiders to the small, isolated school. "The Non-Graded High School," by B. Frank Brown, suggests five continuous learning groups from kindergarten through the nongraded college. Education should be experimental, flexible, and unrestrained in order to develop a form compatible with needs. "The Language Experience Approach to Reading," by James Halcomb, describes one staff's efforts to improve the teaching of reading. Children are given equal opportunity to respond to questions which ask for divergent responses. The question "why" can evoke a child's experiences which, in turn, can motivate him in his thinking, talking, writing, and reading. "Improvement of Personnel Utilization," by M. Delbert Lobb, emphasizes the need for teachers to apply new teaching methods and materials which can eliminate the time-lag between discovery and practice.

ED 002294
HOW TELEVISION CAN TRAIN YOUR TEACHERS. School Management, (Nov. 1961). pp. 70-72.
Price: MF $0.25 HC $0.25

Educational television may solve the problems of teacher inservice training. In San Jose, California, 21 school districts have cooperated in producing a teacher inservice program. The television center of the State college produces and directs the telecasts. A commercial television station donates it facilities and air time. A permanent television coordinating council determines the program from district requests and publishes schedules. Television teachers from the college prepare 30-minute programs and a study guide for viewers. The telecasts are presented to the teachers in the same way a teacher would present the material to her students; thus the teachers learn both subject matter and teaching techniques. Telecasts are shown once a week. Afterwards, teachers conduct workshops. The local television station prepares kinescopes of the training programs for teachers who miss the telecasts. The films

are available for the orientation of new teachers, for the curriculum study groups, and for review. Advantages of educational television are that television is a convenient medium, it makes the resources of inservice training available, it gives every teacher access to specialists, and it costs less than ten dollars per teacher per year including the production of kinescope recordings and study guides.

ED 002333 Rioux, J. William
THE REPORT OF A STUDY OF THE IMPROVEMENT OF TEACHING THROUGH THE UTILIZATION OF CLASSROOM RESEARCH IN SECONDARY SCHOOLS. Lakewood, Colo.: Jefferson County Public Schools. July 1962. 160 p.
Price: MF $0.75 HC $8.10

The project is designed to encourage and direct teachers in the use of uncomplicated scientific research, related to classwork, for the purpose of improving instruction. Teachers in Jefferson County Secondary Schools were selected at random to constitute an expermental group. They planned individual research projects with the aid of the supervisor. Project areas were testing, curriculum, use of material, and use of personnel. The important element was considered to be teacher involvement in the activity. The control group was picked from teachers in Jefferson County in terms of factors which matched them with the experimental group. Supervisory personnel and resource personnel attended orientation activities to familiarize themselves with the projects. Supervisors worked closely with project teachers and investigated their progress. A group of fifteen projects were selected by a screening committee to receive operating funds from the Fels Foundation. After the first year several improvements in the program were made. More careful screening by administrative groups provided opportunities for more participants. It was clear to the director of research that teachers were in need of more guidance in terms of research procedures, problem solving, and the nature of reports on projects. The personal contact with teachers was increased and more written guidelines were established.

ED 002344 Teitelbaum, Deena
AN EVALUATION OF AN EXPERIMENTAL PROGRAM OF ASSISTANCE FOR NEWLY APPOINTED TEACHERS IN SPECIAL SERVICE ELEMENTARY SCHOOLS. New York, N.Y.: New York City Public Schools. June 1961. 118 p.
Price: MF $0.50 HC $6.00

During 1959-1964 school year, teacher-training consultants in the public elementary schools of New York City were utilized for the development of an experimental orientation and inservice training program, designed to provide intensive help for newly appointed teachers in selected special service schools. Each of the 17 consultants worked in a cluster of three schools. An evaluation was made of the effectiveness of the experimental program in meeting the needs of newly appointed teachers and the schools in which they served. Situations in which the services of a teacher-training consultant were available were compared with situations in which

no consultant services were provided. There were 40 experimental schools and 40 control schools. The schools were paired with respect to size of pupil population, the mean intelligence quotient and reading grade of the sixth grade pupil population and the economic status of the pupil population. Experimental and control teachers were selected by the director of the program and assigned to consultants. They were paired in respect to age, sex, training, rank on licensing examination, and grade level of assignment. While teachers in the experimental schools received help on more occasions than did teachers in control schools, there was no significant difference in the number of times in which help was given. Both groups of teachers reported that general methodology, subject matter, instruction aid, planning, and classroom management received the most attention; morale, professional attitude, and staff relations received the least attention. Experimental teachers expressed more confidence than did control teachers in their abilities to teach. Principals reported that experimental teachers showed greater professional growth than did control teachers.

ED 002347 Wigren, Harold E.
THE EFFECT OF THE NEW INSTRUCTIONAL MEDIA ON THE ROLE OF THE CLASSROOM TEACHER. Washington, D.C.: National Education Association, Division of Audiovisual Instructional Service. March 1963. 14 p.
Price: MF $0.25 HC $0.80

Methods to improve the uses of educational television are discussed. Television should implement educational objectives; emphasis should be put on education rather than on television. There should not be any conflict between the teacher and the medium, for each has a role in the overall instructional situation. Television teaching should be a team technique rather than a solo performance by an actor, performer, or master teacher. Teachers should be involved in planning, analyzing, and evaluating the program. Program quality and not quantity should be considered. Emphasis should be placed on the development of critical thinking on the part of the learner rather than on the transmission of factual presentation of subject matter. The versatility of television should be used to focus on the learners as well as on the teacher, and to develop creative expression for the learners themselves. Involvement, participation, and interaction are essential ingredients in the use of educational television. While television can be effectively used in improving learning in the classroom, it can also be utilized in improving competencies of teachers. Its potentialities for inservice education include: introducing new developments, new methods, and new materials; and providing interviews with visiting consultants.

ED 002433 Weaver, J. Fred
FOUNDATIONS OF MATHEMATICS FOR ELEMENTARY SCHOOLS: AN INSERVICE PROJECT. The Arithmetic Teacher, (Oct. 1963). pp. 359-64.
Price: MF $0.25 HC $0.40

A program providing inservice training for elementary school teachers using modern mathematics textbooks was presented. For a period of 13 weeks, one-half hour lectures were given via television one day a week after school hours. The public schools, a local television station, a state college, and a team representing the National Council of Teachers of Mathematics cooperated. The main body of the project consisted of a set of kinescopes which were devoted to mathematics content and teaching suggestions. Lesson notes were distributed prior to each telecast. A discussion period followed each telecast. Since the telecasts were recorded, the project director and lecturer could visit with groups of teachers and answer questions during the review and discussion period. At the close of the project, teachers submitted evaluation sheets. Difficulties expressed by teachers were that they did not understand the subject matter clearly, the textbook materials were not available so application was difficult, and the lesson notes did not give enough suggestions regarding implications for their own classroom instruction. Nevertheless, the program increased teacher awareness of changes taking place in mathematics. More teachers submitted requests to take summer courses in mathematics. The visiting team stated that the personality of the television instructor was a strong factor; her personal contacts added to the instructional value. The team recommended that classroom instruction methods and mathematics content should be developed separately in parallel series, follow-up discussions and guideline notes should be used, and strong support from school principals should be obtained.

ED 002463 Usdan, Michael D.; Bertolaet, Frederick
DEVELOPMENT OF SCHOOL-UNIVERSITY PROGRAMS FOR THE PRESERVICE EDUCATION OF TEACHERS FOR THE DISADVANTAGED THROUGH TEACHER EDUCATION CENTERS. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program. 1965. 330 p.
Price: MF $1.25 HC $16.60

Three task forces, composed of school, college, and university staff members, were created to do the initial work needed to develop teacher education programs in selected cities. The first group sought to define desirable behavior characteristics for teachers of culturally deprived students. Important characteristics are: warmth, understanding of course content concepts, orderliness and consistency of presentation, ability to solve unique problems, and an understanding of lower-class families and the problems they face. In addition the teacher should be committed to her assignment and be free from bias or prejudice. The second task force was charged with development of curriculum content and experiences which would elicit behavior described by task force number one. The educational sequence should begin with a 4-year liberal education geared to problems

of living in the present century, followed by a year's "internship" in an urban school where the teacher would work with colleagues in the school and study specific problems of urban education through experience and seminar courses at the university. In-service training through conferences and group work would continue such education. The third group is attempting to establish systems of evaluating the training programs described by group two. Some of the instruments use standardized tests and interviews while others are complex teacher-and student-ratings. Many areas of measurement still do not have instruments constructed for them.

ED 002530 Marburger, Carl L.
THE ROLE OF TEACHERS AND COMMUNITY WORKERS IN DEPRESSED AREAS. Detroit Mich.: Detroit Public Schools. October 1964. 15 p.
Price: MF $0.25 HC $0.85

The need for compensatory education in and the necessity of providing outstanding teachers and community workers for depressed areas are discussed. Disadvantaged youth are characterized by their nonpurposeful activity, indifference to responsibility, poor health habits, poor communication skills and reading habits, limited experiences and contacts in the areas upon which school programs are built, and a failure syndrome resulting from the apathy engendered by their environment. Such traits lead to low achievement rates, behavior difficulties, poor attendance, and high dropout rates. Compensatory education is a major way in which schools can help deprived youth. Compensatory programs are costly; in many cities financial aid has been given to schools with high numbers of disadvantaged children. A program is dependent for success on teachers, volunteer workers, and community workers, who commit their time, energy, expertise, and special skills; who understand the needs and problems of disadvantaged youth; and who accept these people. Schools should improve their selection procedures to weed out the hostile or the incompetent teacher. The broadening of pre-service and in-service training programs would provide a better intellectual and experiential base for the teachers of the disadvantaged and would bridge the gap between the theory of the university and the reality of the slum classroom. Teaching in the inner city should be rewarding enough to attract the best teachers. The five year teacher training curriculum is essential. In addition to excellent teachers and to school-based and agency-based community workers who provide liaison between the school and the parents and community, schools with disadvantaged youth need psychologists, speech and hearing technicians, attendance officers, nurses and doctors, and visiting teachers or school social workers.

ED 002731
THE OREGON PROGRAM: A DESIGN FOR THE IMPROVEMENT OF EDUCATION. Salem, Oreg.: State Department of Education. 1965. 99 p.
Price: MF $0.50 HC $5.05

The Oregon Program is a four-year statewide school improvement and teacher education program. It is a three-way cooperative alignment among Oregon's local schools, colleges, and the State Department of Education to achieve educational progress by improving classroom environment through the study and refinement of materials, staff utilization, and inservice training; the shared responsibility for teacher education by local schools; and the placement of interns in improved classroom environment under the supervision of both local and college personnel. Nine colleges and universities which prepare over 75 percent of all new Oregon-educated teachers and 18 school districts which enroll over 50 percent of the pupils in Oregon are involved in the program. To improve classroom environment, the program has emphasized cooperative effort among education agencies, team teaching and flexible scheduling, teacher aides, an internship program, improved teacher education, technological aids, and modern facilities for modern techniques. All school districts with large enough student enrollments are being developed into laboratories for teacher preparation. The major problem areas identified by the Oregon Program are: clarification of educational goals, vocational education, providing programs for children with special educational needs, teacher education, conducting effective inservice education programs for teachers, church-state relationships, delineation of the community college's place in Oregon education, clarification of the roles of administrative agencies involved in school government, obtaining and administering funds to finance public education, providing a program of research and development, and analyzing public reaction to the education enterprise.

ED 011010 (SP) Justman, Joseph; Brell, Helen
TEACHER EDUCATION AT BROOKLYN COLLEGE, 1966. Brooklyn, N.Y.: City University of New York, Brooklyn College, 1966. 78 p.
Price: MF $0.50 HC $4.00

The teacher education program at Brooklyn College is aimed at (1) preparation of teachers, (2) service to schools and community agencies, and (3) inschool research. Details are given on programs of pre- and in-service teacher education through sixth-year advanced certificate programs, including programs in special education, counseling, and an experimental program for preparing college graduates for elementary school teaching in economically disadvantaged urban areas. Summer institutes and workshops are also offered. Five (public elementary and junior high) "campus" schools collaborate intensively with the college. (RF)

ED 011181 (FL) Feldman, David M.; Kline, Walter D.
SPANISH--CONTEMPORARY METHODOLOGY, A SERIES OF INSERVICE STUDY GUIDES FOR MODERN FOREIGN LANGUAGE TEACHERS. Denver, Colo.: Colorado State Department of Education, October 1966. 87 p.
Price: MF $0.50 HC $4.45

The need to provide Colorado's modern language teachers with a state in-service program to help them relate linguistic theories and findings to classroom techniques resulted in the publication of this study guide for Spanish teachers by the Colorado State Department of Education. Designed for use by independent study groups, the guide stresses an audiolingual approach and contains sections on (1) the nature of language, (2) the application of linguistics to language teaching, (3) teaching procedures, (4) drills for teaching pronunciation, (5) syntactic drills, (6) the use of the language laboratory, (7) reading and writing instruction, (8) testing, (9) culture, (10) textbooks, (11) vocabulary development, and (12) planning the levels of the foreign language sequence. Lists of discussion topics and recommended readings accompany each section, and those sections dealing with techniques contain sample drills. This document is also available from Title III NDEA Section, Colorado Department of Education, Denver, Colorado 80203, for $1.25. (AM)

ED 011185 (FL) Walsh, Donald D.
NDEA INSTITUTES, SUMMER 1961--A SURVEY. April 1964. 6 p.
Price: MF $0.25 HC $0.40

Questionnaire data from a study of the impact of NDEA Language Institutes on participants were summarized. Included were the ratings given by the participants for the institute instruction and for their previous college training, and reported strengths and weaknesses of the institute program. Ratings for instruction in listening comprehension, speaking, reading, writing, linguistics, culture, laboratory, and methods were summarized in statistical tables and were interpreted. Also reported were the ways in which the institute experience resulted in the advancement of the participants. This article is a reprint from The Modern Language Journal, Volume 48, Number 4, April 1964. (AM)

ED 011248 (SP) Miller, Norman A.; Rackley, J. R.
BROAD POLICY CONCERNS AND DIRECTION FOR A STATE DEPARTMENT OF EDUCATION IN TEACHER EDUCATION. April 1966. 16 p.
Price: MF $0.25 HC $0.90

The function of the state department of education (to insure an appropriate education for the children and youth of the state) is examined in several areas. The authors believe that teacher preparation can be improved not through modifying certification regulations, but by actual visits to each campus, analysis of the teacher education programs, and recommendations for their improvement, considering adequacy of preparation, propriety of organization to objectives, appropriateness and sufficiency of resources (human and otherwise) and flexibility. The authors further suggested that the department should coordinate the joint responsibility of higher education and the public schools for both preservice and inservice teacher education so that the "gap" between theory and practice can be reduced. Implementation would require a new kind of professional, responsible for inducting novice teachers into the profession. He might serve on a joint appointment with both the college and the public school or even as full-time member of the school system. Another method for closer ties would be a joint area program and service center to attain such mutual objectives as improved curriculum and instruction in the schools and, for higher education personnel, data to test theories and hypotheses. Expert supervisors could be trained in these centers. Also emphasized for the state department are funding, research, and recruitment functions. This paper was presented at the Conference on the Role of State Departments of Education in Teacher Education (Seattle, April 27-29, 1966). (LC)

ED 011591 Bessent, E. W., and others
DESIGNS FOR INSERVICE EDUCATION. Austin, Tex.: University of Texas, Research and Development Center for Education, February 1967. 77 p.
Price: MF $0.50 HC $3.95

Three different approaches to inservice education were described that had been developed to provide individual training in group sessions. Each approach included a carefully planned sequence of learning activities intended to be presented within the organizational context of the person's work. Summer courses and summer workshops were not included in this concept of inservice education. The laboratory approach to the leadership training of instructional staff members presented three illustrative exercises that dealt with evaluating pupils' work, grouping practices, and the use of inbasket items as training materials for principals. A training approach, that was planned to help teachers implement innovations in instruction into their classrooms, provides teacher training through simulation of direct experiences with students and by observing and analyzing student classroom work. This approach requires release time for observation of demonstration classes. A discussion of the third approach, the teaching demonstration model, described the development of the formal demonstration into a carefully planned

inservice technique. The final chapter listed three major propositions describing the behavior of an organization and presented a way of thinking about the use of inservice programs in organizations that might give guidance to the decisions of those who plan and direct inservice education. (AL)

ED 011692 (EA) Bolin, John G.; Muir, John W.
MERIT RATING FOR SALARY INCREASES AND PROMOTIONS. Athens, Ga.: University of Georgia, Institute of Higher Education, 1966. 42 p.
Price: MF $0.25 HC $2.20

Demands for quality education have emphasized the need for objective merit rating of teachers for promotion and salary increases. The study reviews merit-rating literature, analyzes rating scales and procedures, and makes recommendations for developing and implementing merit programs. The writers conclude that a combination of superordinate, peer, student, and self-evaluation best provides a basis for decisions on merit increases and promotions. Contents of 21 rating scales (seven superordinate, four peer, five self, and five student) revealed that the important factors involved in faculty rating are, in descending order, (1) classroom teaching, (2) personal attributes, (3) professional growth activities, (4) student-faculty relations, (5) community service, (6) service to the institution, (7) length of service (8) research and publication, and (9) competing offers. This ordering shows a high correlation with previous studies. There is no standard pattern of merit rating. However, the agreement on factors important in judging teacher effectiveness can serve as a guideline in developing a merit program. Several ratings from different sources should be used, and both descriptive phrases and numerical rating are useful. This publication is also available from the Institute of Higher Education, University of Georgia, Athens, Georgia, for $.50. (HM)

ED 011705 (EA) Cohrs, Ray M., and others
DETROIT, MICHIGAN--A STUDY OF BARRIERS TO EQUAL EDUCATIONAL OPPORTUNITY IN A LARGE CITY. REPORT OF AN INVESTIGATION. Washington, D.C.: National Education Association, March 1967. 114 p.
Price: MF $0.50 HC $5.80

In March 1966, the Detroit Education Association requested that the National Commission on Professional Rights and Responsibilities of the National Education Association conduct a full scale investigation of the alleged gross inequality of educational opportunities available to Detroit's youth. The Commission discovered that the root of the problem lay in the structure and substance of the urban society itself. Since 1950, there has been a rapid movement of middle and upper-middle class whites to the suburbs and a large immigration of low-income Negroes into the center city. Businesses have moved to the suburbs, and the lowered tax base and property value have resulted in a lack of tax funds for the financing of center city education. In consequence there is an insufficiency of classroom space and qualified teachers, excessively high teacher turnover, communication failure

between administration and teaching staff and between school system and economically disadvantaged communities, de facto segregation, and an achievement gap between low-income area schools and middle- and upper-income area schools. The Commission recommended development of the center city in the areas of (1) fiscal reform, (2) teacher preparation, (3) urban planning, (4) de facto segregation, (5) higher education, and (6) public relations. This document is also available as NEA Stock Number--165-04948 25M from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (HW)

ED 011853 (SE) Filtz, Albert; Steidle, Walter
NATIONAL DEFENSE EDUCATION ACT OF 1958, AS AMENDED, TITLE III, ANNUAL REPORT-FISCAL YEAR 1966. PART III, NARRATIVE REPORT, SCIENCE.
Price: MF $0.50 HC $5.10

The effectiveness of Title III of the National Defense Education Act in the improvement of science instruction is considered. Information from the annual reports of state departments of education is discussed. Categories of information include (1) curriculum, (2) teacher education, (3) equipment, materials, and facilities, and (4) state leadership and evaluation. The state science supervisors were unanimous in the view that Title III of the National Defense Education Act had improved science instruction by providing impetus for local school district personnel to evaluate and modify their instructional programs. Supervisors also indicated (1) a greater emphasis on elementary science programs, (2) an increasing awareness for new teaching approaches, (3) increased use of laboratory experiences, and (4) more effective inservice education. Evidence is presented that indicates the National Defense Education Act Title III has liaison between local educational agencies and teacher preparation institutions. (AG)

ED 011974 (AA) Olson, Paul A.
THE ARTS OF LANGUAGE, NEEDED CURRICULA AND CURRICULUM DEVELOPMENT FOR INSTITUTES IN THE ENGLISH LANGUAGE ARTS--LANGUAGE, LITERATURE, COMPOSITION, SPEECH AND READING, USOE CONFERENCE (UNIVERSITY OF NEBRASKA, FEBRUARY 26, 1966 to MARCH 1, 1966). Lincoln, Neb.: University of Nebraska, 1966. 34 p.
Price: MF $0.25 HC $1.80

A conference was held to produce a description of needed research in the area of the inservice retraining of elementary school teachers in the allied areas of language, literature, composition, speech, and reading. Five position papers on each area were read on the 1st day, and the last 2 days of the conference were spent developing committee modifications and extensions of the position papers. Included in this report are the five position papers, the five committee reports, and an additional report on the special problems of English language arts institutes directed to teachers of the culturally deprived. It was generally agreed that institutes on the retraining of teachers in language, language training, and linguistic usages should include both scholars and educators. (GD)

ED 012272 (SP) Longaker, Richard; Cleary, Robert
REPORT ON EVALUATION OF PILOT CIVICS INSTITUTES, NDEA 1966. 1966. 14 p.
Price: MF $0.25 HC $0.80

Five summer, 1966, pilot institutes at five universities, attended by 190 elementary and secondary civics teachers were judged worthwhile by the authors. However, deficiencies were found in (1) scheduling, (2) utilization of literature (current political science literature was not used to good advantage), (3) transfer and translation (the institute staffs often failed to show the teachers how the work they were doing could be incorporated into daily teaching). Among the proposals for improving institutes were (1) teachers should be encouraged to see the institutes as a means of furthering their education, rather than as one-shot affairs, (2) institutes should be distributed geographically by subject matter, (3) participants should be given an allowance for book purchases, and (4) methods should be identified for overcoming the problem of transfer and translation so that teachers could help their students to comprehend the processes of government and the uses of political power. It is also recommended that a continuing institute be funded--teachers would participate in a summer institute, take back to their schools a reading list and a program of application of what they learned, attend two conferences during the school year, and finally attend a second summer institute. (AW)

ED 012396 (AA) Baysinger, Gerald
THE FLUID POWER INSTITUTES--A PILOT PROGRAM FOR INTRODUCING EMERGING TECHNOLOGIES. Thiensville, Wis.: Fluid Power Society, 1966. 317 p.
Price: MF $1.25 HC $15.95

A pilot program conducted to train teachers of vocational, technical, or industrial education in fluid power was designed to explore and try out the techniques of introducing a new technology into schools. The program consisted of seven summer institutes offered at five different institutions and providing initial preparation for 168 inservice teaching personnel from high schools, vocational schools, community and junior colleges, technical institutes, and teacher education institutions. Participants were divided into teams for curriculum development. Each team developed a recommended curriculum for the educational level of primary interest to that team (for example, high school, vocational, post-secondary school, and teacher-preparation). A uniform final examination administered to all participants at the conclusion of the institutes was used to compare the effectiveness of the different kinds of instructors (guest lecturers, resource persons, or full-time instructors). Seminars were effective because they provided the participants with materials necessary for conferences with their school administrators upon their return to their teaching assignment. (TC)

ED 012397 (AA) Henkelman, James, and others
MARYLAND ELEMENTARY MATHEMATICS INSERVICE PROGRAM, FINAL REPORT OF STUDY-DEMONSTRATION PHASE. College Park, Md.: University of Maryland, Bureau of Educational Research, 1 March 1967. 152 p.
Price: MF $0.75 HC $7.70

Instructional materials in mathematics were developed according to desired behavioral outcomes and demonstrated at a summer, inservice teacher education program. Project staff members were presented with an audiovisual and supplemental reading program to orient them to a behavioral outcome approach to instruction. Before the instructional materials were developed, each staff member was taught to make a behavioral description, to construct a behavioral hierarchy or sequence of dependent behaviors intended to optimize acquisition, and to construct behavioral objectives. Those behavioral objectives or terminal tasks which would have the highest yield for inservice elementary teacher instruction were subsequently chosen. After a hierarchy was constructed, the instructional sequence was determined by beginning with the least complex behaviors in the hierarchy, designing instructional materials to help the learner acquire the specific behaviors, and repeating the process up through the sequence until the terminal task was reached. Two experimental editions of the developed materials were tested on a pilot basis. The second edition, a revision of the first, raised the level of acquisition of data on algorithms more than 50 percent, indicating that the teachers demonstrated substantial progress toward acquiring the desired behaviors. Both experimental editions of the developed instructional materials on algorithms were appended to the report. (GD)

ED 012512 (EA) Lippitt, Ronald
IMPROVING THE SOCIALIZATION PROCESS. Washington, D.C.: National Training Laboratories, 1967. 23 p.
Price: MF $0.25 HC $1.25

Components of the socialization community, each with a vested interest, include the educational system, churches, leisure time agencies, social control and protection agencies, resocialization services, employment offices, political leaders, parents, peers, and the mass communications media. Change agents may be professional or nonprofessional, may occupy formal or informal roles, and may exert influence directly or indirectly. They are faced with a lack of operational socialization goals and the need to link the personal goals of youth to the values and expectations of the larger society. Special problems of change include the lack of effective linkage between basic research and agents of change, limited diffusion of creative socialization developments, minimal feedback to foster improved practices, and inherent resistence to change. The socialization agent strives for an internalized self-direction in the socializee, with initiative for self-control and continuing development. Issues requiring further study include the manner and extent of input adequate for change, the inside trainer of the outside consultant as most effective in achieving change, means of providing effective

motivational support after commitment to change, and determination of the training needs of socialization agents. Eight priorities for action are listed, including development of dialog about socialization objectives, comprehensive school programs for optimum socialization, involvement of socializees as participants in the social process, and maximum utilization of university resources for basic research and training of socialization engineers. This article was published in Change in School Systems, available from the National Training Laboratories, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036, for $2.50. (JK)

ED 012696 (SP) Amidon, Edmund; Blumberg, Arthur
PRINCIPAL AND TEACHER PERCEPTIONS OF SCHOOL FACULTY MEETINGS. Chicago, Ill.: University of Chicago, Midwest Administration Center, November 1966. 6 p.
Price: MF $0.25 HC $0.40

The effects of faculty meetings on teacher morale were investigated via a six-item questionnaire responded to by 40 elementary and 49 secondary school teachers enrolled in group dynamics work at one university and by 74 elementary and secondary school principals selected at random from a state educational directory. Responses were on a nine-step, negative-to-positive scale to such questions as (1) what is your reaction to faculty meetings, (2) do you feel free to express yourself, and (3) what do you think of other faculty members. Teachers' responses were mainly in the negative to neutral range, while principals' responses tended to be positive. Differences between the responses of teachers and of principals were statistically significant. Also, on four of the six items, teachers' responses were more variable, whereas for principals, there was a "typical" reaction. Results were interpreted as showing that teachers were concerned with the classroom but principals with the entire school. The large gap between the two groups suggested the need for more research on the school as an organizational development. This article was published in Administrator's Notebook, Volume 15, Number 3, November 1966, and is also available from Midwest Administration Center, 5835 Kimbark Avenue, Chicago, Illinois 60637, for $0.25. (RP)

ED 012701 (SP)
EXTENDED-YEAR CONTRACTS FOR TEACHERS. Washington, D.C.: American Association of School Administrators, September 1964.
Document not available from EDRS.

To attract and retain competent teachers as career professionals, programs offering (optional) extended-year contracts emphasize that (1) the teacher is employed under contract for the full year, inclusive of vacation, (2) much of the curriculum development and inservice training which takes place in the system is done during the summer months, and (3) teachers have an opportunity for professional advancement through study and travel. It is felt that as a full-time position with built-in development and advancement, the teaching profession gains status. Based on questionnaire data, five main and four limited programs in operation are described.

The major benefits of such programs are concluded to be (1) increased teachers' salaries as added incentive, (2) increased summer study opportunities for students, (3) time and money for inservice education, (4) more time for orientation, staff cooperation, and planning, and (5) elimination of teacher "moonlighting" in the summer. This article was published in ERS Reporter, September 1964, and is available from the Educational Research Service, 1201 16th Street, N.W., Washington, D.C. 20036, for $0.10 (no charge for up to five copies). (LC)

ED 012736 (UD) Shapiro, Elliot, and others
INVOLVING COMMUNITY AND PARENTS. April 1967. 6 p.
Price: MF $0.25 HC $0.40

The first paper of a panel, by Aaron Brown, briefly reviews some issues of parent-community involvement in the schools. He notes the increasing community concern with better teacher preparation and performance, quality integrated education, and various current educational strategies and practices. He points out that the principal is the key to the success or failure of parent-community involvement. Harry Gottesfeld states that ghetto residents have the greatest understanding of the factors influencing the child's life and school behavior and, therefore, community people can offer considerable knowledge to teacher education. He outlines six productive roles for community residents in teacher education and in the schools. Don Watkins says that low-income communities can explain the demographic characteristics of poverty areas to teacher trainees, involve them in area activities, and offer them direct personal experiences with the poor. He urges that school systems guarantee parent-community involvement in decision making before teachers are placed in the schools and that adult education courses train residents for various professional jobs. Elliot Shapiro is summarizing the panel papers adds his criticism of the "aloofness and smugness" of the educational establishment and suggests that teacher trainees be taught how to cope with this establishment. (NH)

ED 013167 (RC) O'Hanlon, James
IN-SERVICE EDUCATION IN SMALL SCHOOLS. 1967. 13 p.
Price: MF $0.25 HC $0.75

A survey of the in-service education practices in 155 small (10 to 40 teachers) secondary schools was conducted in Nebraska during the 1966-67 school year. Questionnaires were sent to all the administrators and to a random sample (6 percent) of the teacher population of the schools. These instruments asked for descriptions and evaluations of present programs and opinions concerning the kinds of inservice education experiences needed. Tables are presented showing (1) the percentage of teachers and administrators conducting in-service education activities, (2) the types of in-service activities, (3) evaluation results of in-service programs, and (4) the areas of instruction where teachers need assistance and where they have received assistance. The writer concludes that more in-service activities are needed which (1) involve teachers in the leadership of activities, (2) are related to teachers' immediate day-to-day instructional concern, (3) are evaluated in terms of their effectiveness, and (4) involve teachers in the planning of the activities. (ES)

ED 013216 (SE) Nicodemus, Robert B.
COOPERATIVE COLLEGE-SCHOOL SCIENCE PROJECT--FIRST, SECOND, AND THIRD YEAR REPORTS. Washington, D.C.: Washington Academy of Sciences. July 1967. 126 p.
Price: MF $0.50 HC $6.40

Programs designed to improve elementary and secondary school science instruction through the implementation of new science courses are described in three annual reports. Teachers attended intensive summer programs that were planned and conducted by college and university professors and by teachers who had previous experience teaching the new courses. Program features included (1) lectures by outstanding scientists on current research activities, (2) discussion sessions, and (3) laboratory activities. Meetings conducted during the next academic year dealt with problems encountered in the implementation and teaching of the new programs. The participants' subjective evaluation of the programs and the nature of their subsequent teaching activities were determined through follow-up studies. School administrators' opinions concerning the implementation of new science courses and the effect of the cooperative program on teachers were obtained through the use of questionnaires. (AG)

ED 013252 (TE) Gray, Donald J.
THE 1965 INSTITUTES IN ENGLISH, REPORT OF A PILOT STUDY TO DEVELOP CRITERIA FOR EVALUATING NDEA INSTITUTES IN ENGLISH. New York, N.Y.: Modern Language Association of America. April 1966. 106 p.
Price: MF $0.50 HC $5.40

The dual purposes of this 1965 pilot study of the 103 National Defense Education Act Summer Institutes in English were to draw conclusions about how a study of institutes could best be conducted and what ought to be the purposes of such a study, and to report on what the institutes accomplished, tentatively evaluating their effectiveness. The primary data were collected through questionnaires sent to the participants and staffs of the institutes, and 3 to 5-day visitations conducted at nine of them. Recognizing the inherent limitations of such an analysis, the pilot study did indicate that most teachers studied material they could put to immediate use in their classrooms, and that the material was in some way appropriate to their peculiar shortcomings, needs, and responsibilities. The problems of the institutes were generally the outgrowth of their unique nature--short, unified summer courses in subjects taught to students who are teachers themselves. Future studies should not attempt to judge institutes, but rather to describe them, communicating to non-participant teachers and institute directors what is new and effective in the institutes and the teaching of English. The information necessary for such a report could be gathered best by (1) questionnaires which probe not only superficial opinions about the institutes but also the motives and expectations of participants, (2) follow up studies on participants, and (3) intensive interview visits to institutes by teams composed of a teacher of English and a knowledgeable person who is not a teacher himself. (DL)

ED 013254 (TE) Shugrue, Michael F., and others
AN EVALUATION OF THE USE OF ENGLISH INSTITUTE MATERIALS CENTER CURRICULUM MATERIALS IN NDEA SUMMER INSTITUTES IN ENGLISH. November 1966. 26 p.
Price: MF $0.25 HC $1.40

In the summer of 1966, the Modern Language Association of America conducted a review of the use and effectiveness of experimental curriculum units distributed by the English Institute Materials Center (EIMC) to National Defense Education Act (NDEA) Summer Institutes in English and closely related areas. The evaluators visited 27 institutes, representing a cross-section throughout the United States, where workshops and classes were observed and discussions were held with institute directors, staffs, and participants. Reports on visits and questionnaires sent to each institute participating in EIMC showed that EIMC performed a valuable service to NDEA Summer Institutes in English, but that EIMC materials generally were not well used. Because they frequently arrived too late for careful study by institute directors and staff, the materials were not incorporated extensively into institute programs but were utilized only as reference material or were merely given to participants without demonstration. When exposed to EIMC materials through demonstrations and workshops, however, participants responded enthusiastically. The effectiveness of EIMC materials could be improved by adding new units and by systematically introducing curriculum materials to institute directors, with specific suggestions on their selection and utilization. In addition, the establishment of centers similar to EIMC by other disciplines should be given serious consideration. (The operation of an institute materials center is explained in the appendix.) (DL)

ED 013362 (AA) Lee, Allen
IDENTIFICATION AND DEVELOPMENT OF INSTRUMENTS FOR A STUDY OF THE EXPECTATIONS AND PERCEPTIONS OF THE STATE VOCATIONAL-TECHNICAL EDUCATION AGENCIES AND THEIR INFLUENCE UPON LOCAL PROGRAMS. Berkeley: University of California, January 1967. 73 p.
Price: MF $0.50 HC $3.75

The purposes of this project were (1) to make a thorough review of the pertinent literature of vocational-technical education, (2) develop, and test instruments designed to facilitate a contemplated major study of the expectations and perceptions of the roles of state vocational and technical education agencies and the influence which these departments have upon local schools and teacher education programs. A standardized instrument and format for its administration were developed. Initial responses to the instrument tended to indicate that there is a taxonomy of educational leadership and change. However, it does not appear that this leadership-change dimension is discrete, but rather is part of a continuum of activities. This continuum may be described as having two poles--the leadership change dimension and the regulation-inspection dimension. Moreover, it appears that the instrument does differentiate among groups of respondents concerning the role of the state division of vocational education and does provide some information about the direction of needed change as perceived by respondents. (TC)

ED 013683 (RC) Smith, David Wayne
FOSTERING AND REINFORCING INNOVATIVE BEHAVIOR IN SELECTED SCHOOL PERSONNEL, A MONOGRAPH OF SELECTED PAPERS PRESENTED AT TWO INSTITUTES (TUCSON, SUMMER AND FALL, 1966). Albuquerque, N.M.: Southwestern Cooperative Educational Laboratory, May 1967. 91 p.
Price: MF $0.50 HC $4.75

Presented are a selected group of papers chosen from those given at two institutes on fostering and reinforcing innovative behavior in selected school personnel. The topics presented include--(1) the value of research in the classroom, (2) the necessity for teachers to be innovative, (3) the factors related to academic achievement, (4) the use of programed material in the classroom, (5) the need for schools and teachers to have specific objectives, and (6) the necessity for innovation and evaluation when applying for funds under the Elementary and Secondary Education Act. Some bibliographical references are included with the papers. (ES)

ED 013770 (SP)
TEACHER EDUCATION PROJECT--FOLLOW-UP OF SELECTED PRACTICES. Chicago, Ill.: The Research Council of The Great Cities Program for School Improvement, 1963.
Document not available from EDRS.

This follow-up of an earlier study of teacher education practices solicited more detailed information about these practices than had been reported in the earlier study, Teacher Education Project Progress Report. Specific practices under five major topical areas were distributed, variously, among "Great Cities" respondents: (1) teacher recruitment, preservice programs to acquaint students with urban teaching problems and events honoring teachers were reported, (2) preparation for student teaching, sociology courses and the employment of college students as school assistants were mentioned, (3) inservice practices, teacher aides, a reading center, and special programs such as step (school to employment program) were in effect, (4) inservice practices for helping administrators to deal more effectively with teaching problems, extra staff and supplies for difficult schools and the establishment of joint city-college advisory councils were mentioned, (5) closer school system-university cooperation. Practices reported were a 5-year work experience program, sharing of personnel costs, establishment of an educational continuum from kindergarten through college, and a variety of in- and preservice programs. Document available from publisher, 228 North LaSalle St., Chicago. (LC)

ED 013803 (SP) Treffinger, Donald J., and others
TEACHERS' ATTITUDES ABOUT CREATIVITY. 1967. 16 p.
Price: MF $0.25 HC $0.80

To determine the effects of an inservice program on teachers' attitudes about creativity, about 250 teachers and administrators, from all grade levels, in a city of about 20,000 in northern New York attended a 4-day institute in creative problem-solving. The program consisted of one-hour formal presentations on current theory and research in creativity and problem-solving, and discussions of the presentations. A 14-item attitude survey, utilizing both a 5-point Likert-type Scale (strongly agree or disagree) and a rating on a 5-point scale of the truth of a statement was administered before and after the program. It was found that after the program (a) more teachers agreed with the statements: (1) "The creative child is not likely to be well-liked by his classmates." (2) "It is possible to improve students' ability to think creatively and to solve problems." (3) "I could identify the children in my classroom who are the most creative." And (4) "There is a very thin line between the very creative act and the pathological." And (b) more teachers disagreed with the statements: (1) "Our efforts to improve creativity are in vain because it is probably a national strength." And (2) "Most paper and pencil tests do not really measure students' creative abilities." It is concluded that such inservice programs are valuable in developing increased understanding of creativity. (AW)

ED 013910 (VT) Hackett, D.F., and others
REPORT ON THE SUMMER 1966 INDUSTRIAL ARTS INSTITUTES. Consortium of Professional Associations, 1966. 26 p.
Price: MF $0.25 HC $1.40

During the summer of 1966, the U.S. Office of Education engaged the Consortium of Professional Associations to conduct a study of the National Defense Education Act (NDEA) Industrial Arts Institutes then in progress. To collect information for planning future institutes, a committee member visited each institute for 2 days, and utilized a list of subjective criteria, questions directed to the institute director and the participants, and a questionnaire completed by the participants at the end of the institute. The committee assumed that (1) future institute directors were interested in learning of successful practices, procedures, and pitfalls, and (2) the U.S. Office of Education was concerned with the effectiveness of NDEA Title XI Institutes. Some of the 31 recommendations were--(1) directors should weigh the advantages and disadvantages of assuming teaching responsibilities because of the unpredictable demands upon their time, (2) directors should insure that instructional, living, and recreational facilities be available, (3) some form of weekly evaluation should be conducted to aid participants and staff, (4) guest speakers should be familiar with the objectives of the institute, (5) industrial visits should provide for study and not be just tours, and (6) instruction should reflect the latest and best in educational theory. (EM)

ED 014009 (AA) Cohen, Saul B.
THE NDEA GEOGRAPHY INSTITUTES EVALUATION PROGRAM, 1965 SUMMER INSTITUTES. Final Report. National Council for Geographic Education, November 1965. 43 p.
Price: MF $0.25 HC $2.25

An evaluation was conducted of the effectiveness of the first summer's Advanced Institutes in Geography Programs, which will serve as a guide to the design and operation of future institutes. A team of nine evaluators visited 20 of the 40 institutes and focused their evaluation on (1) effectiveness of commitment, personnel, and geographical concepts presented, (2) degree of material introduction, translation of program objectives, and staff and participant contact, and (3) suitability of facilities, participants, and educational media. The findings were considered in nine categories. The categories and comments were (1) objectives--attempts were generally made to achieve them, (2) curriculum content--there was some disparity among programs, (3) instructional strategies--most institutes fell short of a truly integrated program, (4) training and use of media--most institutes were equipped and some used them well, (5) staff--few directors did no teaching, half did considerable teaching, and it was felt director relationships require closer coordination, (6) participants--some degree of disenchantment was noted between them and the staff, (7) evaluation and accreditation policies--tests were generally objective and accreditation was treated with care and full disclosure, (8) discharge of social responsibilities--about half gave little attention to planning social activities, while at others they were found to be in an important role in the structure of the institutes' time, and (9) miscellaneous (facilities, libraries, motivation, and followup plans)--comments were presented for each item. (RS)

ED 014198 (EF) Greer, John T.
EXPERIMENTAL LEARNING CENTER. Tucson, Ariz.: Arizona University, 1963.
12 p.
Price: MF $0.25 HC $0.70

A research and demonstration center has been built at the University of Arizona to (1) aid in educational research, (2) demonstrate the relationship between educational theory and practice, (3) serve as a model for new ideas in school construction and equipment, and (4) provide an opportunity for student teachers to observe teacher and student behavior. Using easily moved wall and ceiling units, the seventy-five foot square area is easily arranged to provide a variety of educational environments. The equipment used, (furniture, audio-visual aids, etc.) is similar to that found in typical schools. (JT)

ED 014219 (EM) Filep, Robert T.; Murphy, D. Brian
COMPUTER-ASSISTED LEARNING FOR INSERVICE TEACHER EDUCATION. Santa Monica, Calif.: System Development Corporation, May 1967.
Document not available from EDRS.

Project goals were to train biology teachers in the techniques of instructional technology, including writing of Computer-Assisted Learning (CAL) biology sequences, to develop prototype CAL sequences for inservice education, and to conduct a development field test of these materials. A preliminary study using 7 biology teachers provided the opportunity for project programmers to observe the teachers' reactions to each of the sequences and to pinpoint needed changes. Field test conditions adequately approximated actual conditions of a CAL network for inservice education. Teacher participants represented a wide range of experience, age, and formal training. They were punctual for computer terminal sessions, which were scheduled 18 hours a day, and on weekends to allow maximum use of equipment. Stipends were given, comparable to inservice course credits given in actuality. Equipment was standard. Teachers were not randomly assigned to the experimental and control groups. Differences of the gain scores on pre and post achievement tests were statistically significant for one sequence but not for the other two. Attitude and equipment appraisal questionnaires showed favorable evaluation of the system. The document presents test materials and tables showing item analyses for all tests. (LH)

ED 014379 (RE) Layton, James R.
AN EXPERIENCE IN READING FOR TEACHERS AND STUDENTS. May 1967. 17 p.
Price: MF $0.25 HC $0.95

A six-week summer reading program sponsored with the aid of federal funds by the Appalachian State Teachers College and by the Charlotte-Mechlenburg School System was conducted in the summer of 1966 in Charlotte, North Carolina. The program was designed to help 600 elementary school children with reading problems and to develop an inservice program for teachers who wished to improve their teaching techniques while earning nine quarters or six semester hours of graduate credit. Each staff teacher was assigned to help six interning teachers by introducing them to new ideas in reading instruction.

Fifty staff teachers and their interns were involved in instruction, while another group of 50 teachers and their interns worked on self-improvement, guided study, reading research, and planning. Pretests, post-tests, and continuous diagnosis of the children's difficulties were emphasized. The basic responsibilities of each of the three sponsoring agencies, the duties and qualifications of the staff personnel, and the program's daily schedule are outlined in this report. Additional information concerning the Charlotte-Mecklenburg Summer Reading Program may be obtained from the Director of Elementary Language Arts, Charlotte-Mecklenburg Schools, Charlotte, North Carolina. This paper was presented at the International Reading Association Conference (Seattle, May 4-6, 1967). (NS)

ED 014448 (SP) Adair, Thelma, and others
SCHOOL - UNIVERSITY TEACHER EDUCATION CENTER. Brooklyn, N.Y.: New York City Board of Education, 1967.
Document not available from EDRS.

The School University Teacher Education Center (SUTEC) is conducting a cooperative program to prepare teachers for urban schools. The 5-year project is unique in its basing of college personnel in a public school on a full-time schedule. Sponsored by the New York City Board of Education and the Queens College Dept. of Education, it aims to--(1) use an elementary school as the focal point for a teacher preparation program extending into the pre-tenure years, (2) suggest a pattern for optimum use of school and college facilities, and (3) provide a nucleus of participating teachers who can serve as leaders in schools in disadvantaged areas. Located in an industrial area with a population that is ethnically, educationally, and socioeconomically heterogeneous, in its first year the program enrolled randomly selected groups of 35 sophomores, juniors and seniors (whose behavior in relating to children will be a major research concern). The program has five parts--prototype school facility (open to the community 7 days a week), teacher training program, cooperative research project (evaluation), multidisciplinary inquiry institute (involving anthropologists, sociologists, psychologists, and curriculum specialists), and community program. Policy supervision of the program evaluation is undertaken by an advisory council of the leading officials of the institutions involved. This document appears in Campus School Exchange, Spring 1967. (AF)

ED 014485 (TE) Smith, E. Brooks, and others
COOPERATIVE STRUCTURES IN SCHOOL-COLLEGE RELATIONSHIPS FOR TEACHER EDUCATION. Washington, D.C.: American Association of Colleges for Teacher Education, 1965. 111 p.
Price: MF $0.50 HC $5.55

Information on the organizational structures and arrangments designed to facilitate school-college relationships in teacher education is provided by the American Association of Colleges for Teacher Education. The report is devoted to descriptions of administrative structures, of cooperative ventures established during 1964-64, and of models for cooperative structures. Also included is a summary of the work conference on cooperative ventures at Wayne State University.

Three trends are noticeable--(1) the expansion of state-wide plans for cooperation among state departments of education, colleges, and schools, (2) a marked advance in formalizing administrative structures, and (3) an encouraging effect of these structures upon the fostering of new ideas and experimental proposals. The characteristics of cooperative administrative structures are identified in the report as serving to delineate communication channels, define and clarify terminology and the roles of cooperating institutions and individuals, determine areas of joint responsibility, develop contractual agreements, establish limitations for institutions and individuals, allow for open interplay of powers and concerns from each cooperating institution, encourage flexibility and the injection of new ideas, and provide a vehicle for effecting changes in school curricula. Models of cooperative structures are described and illustrated for the teaching center, affiliated school, cooperative resource demonstration center, cooperation in preservice and in-service teacher education, and student teaching council. This report is also available from Dr. Edward C. Pomeroy, Executive Secretary, American Association of Colleges for Teacher Education, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

ED 014529 (VT) Silvius, G. Harold; Ford, Andrew F.
THE REPORT OF THE MICHIGAN STUDY OF INDUSTRIAL TEACHER COMPETENCE.
Detroit, Mich.: Wayne State University, May 1965. 127 p.
Price: MF $0.50 HC $6.40

The problem of this study was to determine practices and policies for keeping industrial education teachers in Michigan qualified within their evolving technical areas of specialization. It required (1) an investigation of desirable goals and program needs by organizational levels, (2) recommended practices and policies based on conclusions drawn from data, and (3) the formulation of proposals that might be submitted to selected foundations or government agencies for their help in improving the competence of industrial teachers. An interview form was developed to get the opinions of 56 people who were (1) representatives of business, labor, community colleges, and technical institutes, (2) professors of industrial education, (3) teachers, (4) counselors, and (5) administrators. There were 29 questions in the interview form, 20 pertaining to curriculum and nine pertaining to teacher competence. On the basis of data collected and shown in summary form for each question, eight proposals for an action program were drafted. These included (1) an experimental program to recruit and prepare needed industrial education teachers for Detroit-metropolitan area schools and the adjoining community colleges, (2) a project for providing more adequate preparation for inservice industrial education teachers, and (3) a program at Wayne State University Applied Management and Technology Center to update and extend industrial teacher competency. (PA)

ED 014892 (EM) Brown, James W.; Brown, Donald J.
EVALUATIONS OF SUMMER 1966 NDEA INSTITUTES FOR EDUCATIONAL MEDIA SPECIALISTS AND SCHOOL LIBRARY PERSONNEL. Washington, D.C.: National Education Association, 1964. 114 p.
Price: MF $0.50 HC $5.80

The purpose of this evaluation was to gather data from 35 educational media specialist institutes on (1) personal and professional characteristics of institute participants, (2) characteristics of the institutes themselves, (3) the effectiveness of institute programs, (4) the effectiveness of institute experiences on participant interests and skills, and (5) on-the-job influences of institute experiences. Data were gathered by personal information report forms, on-site visitors' reports, and original proposals and final reports of institute directors. The institutes are described as basic, advanced, television, special, or librarianship. Reports are given of data findings at each type of institute. (MS)

ED 015147 (SP) O'Hanlon, James O.; Witters, Lee A.
BREAKTHROUGH, INSERVICE EDUCATION FOR ALL SCHOOLS. Lincoln, Nebr.: Nebraska State Department of Education, September 1967. 78 p.
Price: MF $0.25 HC $1.50

A study of inservice education programs in Nebraska secondary schools with 10-40 teachers, and of strong inservice programs in neighboring states, yielded criticism which cut across subject matter and grade lines. 165 teachers and 155 administrators were surveyed, revealing that--(1) most felt their school's program was inadequate (43 teachers rated their experiences satisfactory, 43 extremely inadequate), (2) rated little or no help were preschool workshops, faculty meetings (though great faith was placed in these by administrators), supervision--all of which often form the basis of an inservice program, (3) the only skill with which teachers felt they had been helped was audio-visual, (4) 77 teachers felt they had received no inservice experience of value, (5) about 40 percent of the administrators were unable to describe an effective inservice activity in the last 3 years, (6) both experienced and new teachers wanted the same help, (7) about 90 percent of experienced teachers who had taken college courses since they began teaching felt these had helped, (8) teachers felt the need for better communication with administrators, (9) experienced and new teachers felt the effectiveness of local programs would be improved if they played a larger role. The three areas in which teachers most wanted help were student motivation, individualizing instruction, and innovation. Recommendations are included. (AF)

ED 015667 (EM) Creshkoff, Lawrence
TELEVISION AND THE CONTINUING EDUCATION OF TEACHERS. A FEASIBILITY STUDY OF THE POTENTIAL OF NETWORK TELEVISION FOR DISSEMINATION OF EDUCATIONAL RESEARCH INFORMATION. FINAL REPORT. New York Teachers College, Columbia University, 1967. 112 p.
Price: MF $0.50 HC $6.60

This 3-phase study sought to bridge the gap between the producer of new educational ideas and the practitioner, or teacher, by effective use of network television. Phase I, data gathering, included review of the literature, and identification of innovational projects by consultation, field visits, and a questionnaire sent to members of 2 national organizations. As a result, more than 125 innovational activities were studied. In phase II, teachers in a national "accidental" sample answered a questionnaire designed to identify their areas of interest in teacher education. Over 1100 respondents emphasized their interest in learning motivation and helping children learn to accept responsibility. Thus, phase III was the production of a sample film in the proposed TV series for teachers, organized around teaching problems rather than curriculum. Using a grade 3 science class and a grade 9 geography class, the film demonstrates effective teaching techniques. The study recommends a weekly, flexible-format TV series to discuss educational innovations useful to teachers at all grade levels and in all subject areas. Appendices present 58 abstracts of innovational projects, questionnaires, and the film transcript. (LH)

ED 016016 (UD)
SATURATION READING PROGRAM. Phoenix, Ariz.: South Mountain High School, 1967. 12 p.
Price: MF $0.25 HC $0.70

This proposal outlines the special objectives and activities of a comprehensive clinical, remedial, corrective, and developmental reading program in a Phoenix, Arizona, high school with a disadvantaged student population. The specific features of the program for each grade level are separately discussed. Part of the program will be an elective reading course for juniors and seniors going to college. There also will be summer, evening, and Saturday programs which offer inservice teacher training. The facilities and services of the program will be available to students in private schools. Evaluation will be based on pretest, progress, and posttest reading scores, achievement test scores, and questionnaires and interviews with students and staff. Although the program is felt to be innovative only for the Phoenix school system and others which lack similar programs, results will be disseminated to other schools. (NH)

ED 016044 (VT) Brantner, S. T.
TRADE AND TECHNICAL TEACHER'S OPINIONS ON INSERVICE EDUCATION. University Park: Pennsylvania State University, 1964. 92 p.
Price: MF $0.50 HC $4.70

Three hypotheses concerning the inservice education activities of technical and industrial teachers and supervisors in professional and subject matter areas were tested--(1) technical and industrial

teachers do participate in inservice education, (2) individual experiences and characteristics do not influence the teacher's opinion of such education, and (3) teachers and supervisors believe that more subject matter inservice education is necessary. A list containing 22 professional inservice activities and 22 subject matter activities was checked by 91 administrators and 285 teachers as to their past participation and willingness to participate. Some conclusions were--(1) teachers participated in as much professional as subject matter inservice education, and (2) experience and preparation had more effect on their preferences in professional inservice education than in subject matter inservice education. The recommendations were--(1) inservice education activities in both professional activities in both professional and subject matter categories should be increased, (2) teachers should be involved in choosing, planning, and executing their inservice education activities, and (3) planners of inservice education should be cognizant of the personal experiences of teachers and their affect on the program. The checklist and statistical data are given in the appendix. (EM)

ED 016113 (VT) Pearce, Theodore
SUMMER INSTITUTES ON FLUID POWER EDUCATION FOR VOCATIONAL AND TECHNICAL TEACHERS, 1966. Thiensville, Wis.: Fluid Power Society, March 1967. 20 p.
Price: MF $0.25 HC $1.10

These institutes continued the emphasis of the 1964 and 1965 institutes on training teachers to teach fluid power and evolving effective techniques for introducing new technologies to educators. They were administered by the Fluid Power Society which through advisory committees, established the content, procedures, and coordination of the institutes in the five colleges or universities which contracted to provide the facilities and instruction--Trenton State College, Bradley University, Wayne State University, Hampton Institute, and California State College. Most of the 75 participants who came from 24 states, the District of Columbia, and two other countries, were high-school or college level teachers. The instruction included eight units on fluid power and a seminar in teaching fluid power. Conventional instruction methods, teaching-demonstration devices, and guest lectures and consultants were used. The participants, working as teams, developed a recommended curriculum for the educational level of primary interest to each team. Results of pre- and post-tests of 50 problems showed an increase in mean scores from 26.4 to 46.2, indicating a high degree of success in instructional competency. It was concluded that the summer institute can be a most effective vehicle for introducing a new technology to teachers, since it offers a controlled environment and the efficient means of bringing together the teachers and educational, industrial, and technological authorities. The professional society of a new technology can effectively act as the coordinating agency of pilot programs involving multiple summer institutes. The complete evaluation report of the 1965 institutes is "The Fluid Power Institutes--A Pilot Program for Introducing Emerging Technologies." (HC)

ED 016614 (SE) Van Speybroeck, James; Robbins, Morton
SETS, SENTENCES, AND SYSTEMS. HANDBOOK FOR JUNIOR HIGH SCHOOL MATHEMATICS WORKSHOPS. Springfield: Illinois State Office, Superintendent of Public Instruction. 63 p.
Price: MF $0.50 HC $3.25

This workbook for teachers is concerned with ideas and concepts that were considered in a junior high school mathematics program. The organization was determined by two major goals--(1) to provide an inservice training workshop which would be of immediate use to the junior high school mathematics teacher, and (2) to provide the teacher with an overview of the major objectives of a junior high school mathematics program and the theory upon which these objectives are based. Preliminary notions of elementary set theory and the mathematical sentence are discussed before proceeding to the natural numbers, the integers, and the rational number system. (RP)

ED 016861 (VT) Wall, Lewis E.
A STUDY OF THE EFFECTIVENESS OF DATA PROCESSING SUMMER INSTITUTES FOR BUSINESS TEACHERS. Ft. Collins, Colo.: Colorado State University, August 1967. 141 p.
Price: MF $0.75 HC $7.15

Five 8-week Summer Institutes in Business Data Processing were conducted from 1963 to 1965 to assist 353 participants in developing the knowledge and skills essential for teaching specialized courses in a 2-year vocational preparatory curriculum in business data processing. This study aimed to determine (1) the institutes' success in alleviating the teacher shortage, (2) the strengths and weaknesses of the institutes as the participants perceived them, (3) the effectiveness of the institutes in preparing teachers, (4) factors related to the participant's persistence as a data processing teacher, and (5) the shortage or potential shortage of data processing teachers. The curriculum provided for approximately 3 hours of lectures and an equal amount of laboratory practice on data processing machines, computer programing, and programing and business information systems. Findings from 254 participant questionnaires included--(1) approximately 70 percent had taught one or more specialized courses since attending an institute, and (2) the principal strengths of the institutes were the facilities, the course offerings, and the participants' interest and acquisition of knowledge and materials useful in teaching, (3) the principal weakness was the inadequate time in relation to the amount of material presented and practice on the computers during laboratory periods, and (4) factors such as age, prior work experience, educational experience, sex, degrees, and subsistence received were found not to be significantly related to whether or not the participants persisted as data processing teachers. Data from educational institutions and state directors vocational education indicated that from 475 to 525 teachers were needed for 1967, 600 for 1968, and 750 for 1969 in 2-year preparatory programs. Recommendations concerned developing further institutes, revising the electronic data processing curriculum guide, and studying the need for business data processing preparatory programs. (PS)

ED 017326 (PS) Meier, John H.; Brudenell, Gerald A.
INTERIM PROGRESS REPORT OF A REMOTE TEACHER TRAINING INSTITUTE FOR EARLY CHILDHOOD EDUCATORS (FUNDED BY NDEA TITLE XI). Greeley, Colo.: Institute for Child Study, Colorado State College, February 1968. 18 p.
Price: MF $0.25 HC $1.00

In an effort to train teachers too geographically separated to meet regularly for course work, an institute was planned at Colorado State College in Greeley, Colorado. One hundred teachers attended 2- to 5-day orientation sessions concerning the use of micro-teaching techniques and specifically developed materials in working with disadvantaged nursery school children. Upon returning to their own preschools, the teachers were instructed to view a filmed demonstration teaching example, to teach 4 prewritten learning episodes to several of their children, and to videotape one of the lessons in a nearby recording center. The teacher was then to compare the results with the filmed sample, fill out evaluation forms and mail these with the tape to the Institute for Child Study in Greeley where the lesson would be criticized and later returned to the teacher. Project data will be analyzed and findings reported by July 1968. If this type of remote teacher training proves to be successful, it could profitably be used for teacher self-evaluation or training in areas remote from educational institutions. This paper was presented at the American Educational Research Association (Chicago, February, 1968). (MS)

ED 017501 (TE) Kelley, Marjorie L.
THE TEACHER EDUCATION PROGRAM OF THE FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH DEVELOPMENT. Berkeley, Calif.: Far West Laboratory for Educational Research and Development, November 1967. 14 p.
Price: MF $0.25 HC $0.80

Initial work of the Far West Laboratory for Educational Research and Development will be focused upon inservice teacher education and the development of self-contained inservice courses utilizing microteaching. Each of these courses, called minicourses, will be directed toward a particular teaching skill or technique--for example, the basic skills involved in questioning. The essential idea of microteaching is to videotape a specific miniature teaching situation, thus permitting close review and analysis of the playback. For this, the teacher typically works with a small class (4-10 pupils), teaches a short lesson (5-15 minutes), and focuses on one small, specific part of teaching behavior. The advantages of microteaching include--(1) emphasis on the acquisition and performance of specific skills, (2) immediate feedback, (3) reinforcement of an emerging skill, and (4) construction of complex skills from specific components learned singly. The cost of implementing minicourses for a school district will be low, with the significant costs being the acquisition of a video tape recording system and the provision of substitute teachers while the regular teachers are in the minicourses. The laboratory plans to have its first minicourse available for use in schools by early 1968. (A 10-page summary of tentative lessons for Minicourse I, Effective Questioning in a Classroom Discussion, is included.) This report was presented at the 1967 NCTE annual convention. (MM)

ED 017726 (VT) Boldt, Milton; Pokorny, Harry
AN EIGHT-WEEK SEMINAR IN AN INTRODUCTION TO NUMERICAL CONTROL ON TWO- AND THREE-AXIS MACHINE TOOLS FOR VOCATIONAL AND TECHNICAL MACHINE TOOL INSTRUCTORS. FINAL REPORT. Milwaukee, Wis.: Vocational Technical and Adult Schools, December 1967. 43 p.
Price: MF $0.25 HC $2.25

Thirty-three machine shop instructors from 17 states participated in an 8-week seminar to develop the skills and knowledge essential for teaching the operation of numerically controlled machine tools. The seminar was given from June 20 to August 12, 1966, with college credit available through Stout State University. The participants completed an evaluation form at the end of the seminar, and a followup study was made after 1 year. Repetition of elements by resource persons and instructors was one weakness indicated by the participants. Results of 26 followup responses indicated that most instructors worked in schools which had spent less than $40,000 on equipment, that most were involved in teaching in the numerical control curriculum, and that only five were close to extensive users of numerically controlled equipment. A questionnaire to state directors of 16 states indicated that 16 numerical control programs were offered in 1965-1966, 47 were being offered in 1966-1967, and 75 were planned for the following year. A lack of teachers and the cost of equipment were identified as the major reasons for not offering more courses. It was concluded that the seminar was well accepted, the quality of instruction was good, the objectives were achieved, and considerations should be given to having other seminars of this type. Evaluation instruments and a suggested curriculum outline are included. (EM)

ED 017727 (VT) Harris, James N.; Sherard, Austell O.
WORKSHOP ON ORGANIZATION AND OPERATION OF COOPERATIVE WORK EXPERIENCE PROGRAMS IN TRADE AND INDUSTRIAL EDUCATION. (TUSKEGEE INSTITUTE, AUGUST 14-SEPTEMBER 1, 1967). Final Report. Tuskegee, Ala.: Tuskegee Institute, 1967. 177 p.
Price: MF $0.75 HC $8.95

Thirty-nine trade and industrial and vocational technical teachers and supervisors from 19 states participated in a workshop to plan and execute a comprehensive examination and evaluation of the cooperative work experience plan of education relative to trade and industrial education. The workshop organization included consultant presentations, group discussions, task force participation and reports, and reactor panels. An authority in some area of vocational-technical or trade and industrial education made a presentation at the beginning of each day of the workshop. These presentations, included in the document, were (1) "The Cooperative Work Experience Program--A Perspective View and What Is The Appropriate Educational Level for Offering Cooperative Work Experience Programs," by F. H. Carter, (2) "Aims and Objectives of Cooperative Education," by F. Vandergrift, (3) "Who Is To Be Served By Cooperative Work Experience Programs," by W. W. Wolansky, (4) "Advantages of Cooperative Work Experience Programs," by J. A. Jarvis, (5) "The Ingredients of a Model Cooperative Work-Study Program" and "Guidelines for the Cooperative Work Experience Program" by W. M. Bateson, (6) "Organization and Administration of Cooperative Work Experience Programs" and "Recommended Practices for Cooperative Work Experience Programs," by G. H. Miller, (7) "Current Developments and Trends in Cooperative Work

Experience Programs Relating to Trade and Industrial Education," by E. M. Eddy, (8) "Industry's Attitude Toward Cooperative Education," by W. R. Goldston and F. W. Ragan, Jr., (9) "The Role of State Education Departments as Related to Cooperative Education," by J. F. Ingram, and (10) "The Disadvantages and Implications for Cooperative Education," by W. V. Payne. (EM)

ED 017729 (VT) Arnold, Joseph P., and others
A SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS. Final Report. Lafayette, Ind.: School of Technology, Purdue University, November 1967. 137 p.
Price: MF $0.75 HC $6.95

Thirty-six participants selected from community colleges, technical institutes, and university teacher education staffs across the United States participated in an institute to stimulate and encourage the development of quality baccalaureate programs in technical teacher education. Activities and topics of the institute concerned existing technical teacher education programs, desired capabilities and background of technical teachers, and relevant research for technical teacher education program design. The combined interaction and perceptions of the participants, speakers, and institute staff resulted in a set of guidelines for developing baccalaureate technical teacher education programs. The guidelines were aimed at establishing a minimal teacher background, relating the teacher's occupational orientation to the job function of the technical student, and focusing attention on the balance of theoretical and operational content. The categories used in organizing the institute program and the 24 guidelines were technical content, mathematics, science, occupational experience, general education, and professional preparation. Abstracts of speaker and consultant presentations are included. Results of pre-post testing of participants suggested a relatively high degree of satisfaction with the total program. (EM)

ED 017933 (CG) Shaevitz, Morton H.
SCHOOL SYSTEM PERSONNEL AS SCIENTIFIC INQUIRERS. Washington, D.C.: American Psychological Association, September 1967. 29 p.
Price: MF $0.25 HC $1.55

Though extensive research takes place in the school system, that research is not being used due to too much emphasis on program success and too little communication between the researcher and the school staff. In an effort to rectify the situation, the Cooperative Project in Educational Development (COPED) initiated a study of the process of change in educational systems. One of the major attempts to promote and study the climate for change was an in-service training program on the mechanics and methods of research derivation and utilization skills for school personnel who had cross-building responsibilities (i.e., a reading supervisor, assistant superintendent, head of counseling services). This was called "macro-action research." The program involved five staff members from each of four school systems in southern Michigan working with three staff members from the University of Michigan. Through the

in-service training programs, the school personnel learned to identify problems of importance to their school systems and to utilize research skills and scientific knowledge which other members of their schools can draw upon. The training program also aided in establishing a model for university and school system cooperation. This paper was presented at the American Psychological Association as part of a symposium entitled "Utilization of Information from Educational Research Centers by School Personnel" (Washington, D.C., September 1967). (CG)

ED 018272 (PS)
INSERVICE EDUCATION IN ELEMENTARY SCHOOL MATHEMATICS. Washington, D.C.: National Council of Teachers of Mathematics, 1967. 60 p.
Price: MF $0.50 HC Not available from EDRS.

A bulletin which emphasizes the need for effective inservice education in elementary school mathematics begins with an introductory section which (1) describes typical elementary school organizational patterns and mathematics programs, (2) lists factors which influence teachers' attitudes towards mathematics teaching, and (3) cites implications of (1) and (2) for inservice education programs. The central portion of the bulletin describes 3 types of existing inservice education programs. The first type is self-directed study. Publications and materials suitable for use in programs of independent study are enumerated. The second type consists of directed short-term studies which are classified as orientation conferences and as workshops and institutes. Representative programs of this type are described. The third type is directed long-term study. Descriptions are presented of programs of this type which are currently in operation under (1) local sponsorship, (2) joint state and local sponsorship, and (3) joint national, state, and local sponsorship. The third principal section of the bulletin discusses the establishment of goals, standards, and evaluation criteria for inservice education programs and suggests ways in which school systems can encourage continuing education for teachers. Appendixes include a bibliography and sources of mathematics information. This document is available from the National Council of Teachers of Mathematics, 1201 Sixteenth Street, N.W., Washington, D.C.,20036. (JS)

ED 018394 (SE) Dye, David L.
STATUS OF MATHEMATICS EDUCATION IN MINNESOTA SCHOOLS. St. Paul, Minn.: Minnesota State Department of Education, 1966. 34 p.
Price: MF $0.25 HC $1.80

This report is based upon a survey conducted in the public elementary and secondary schools of Minnesota during the 1965-66 school year. The survey was designed to answer several questions. At the elementary level, it was desirable to find out whether in-service classes were having any effect upon the program of mathematics. This was to be determined by (1) observation of the percentage increase of teachers in in-service classes, (2) particular textbooks in use in mathematics classes, and (3) availability and use of overhead

projectors by teachers. At the secondary level, the survey was designed to provide information relative to several topics--(1) the number of pupils enrolled in the mathematics courses, (2) the professional preparation and continuing education of the teachers, and (3) information concerning the extent of mathematics clubs for students and availability of overhead projectors for teachers. The results of the two surveys generally indicated that the schools of Minnesota are progressing in mathematics education. However, many teachers are not ready to introduce contemporary material, nor do they feel that their mathematical competence is such that they are secure in discussing topics contained in new texts. (RP)

ED 018398 (SE) Fulbright, Carleton B., and others
DESCRIPTIVE OUTLINE OF MISSOURI'S INSERVICE TEACHER EDUCATION PROGRAM IN ELEMENTARY MATHEMATICS. Jefferson City, Mo.: Missouri State Department of Education, 1966. 10 p.
Price: MF $0.25 HC $0.60

This outline has been prepared to assist school administrators, teachers, and others interested in public education in understanding and implementing the inservice program as designed by the state department of education. The immediate objectives of this program are (1) to provide teachers with the opportunity to raise their level of understanding of the concepts of elementary mathematics and to lay the foundation for further self-improvement, (2) to illustrate through demonstration teaching some of the new approaches and methods for presenting mathematical ideas to elementary students, (3) to create an atmosphere of enthusiasm around the study of mathematics for both teachers and students, (4) to acquaint the teachers with new curricular materials, teaching aids, manipulative devices and the laboratory approach to the teaching of elementary mathematics, and (5) to provide experiences and materials whereby teachers may broaden their horizons relative to experimental programs, pertinent literature, and extracurricular activities in the field of mathematics. The remaining portions of the outline are designed to present specific information on a number of aspects involved in the elementary mathematics inservice teacher education program such as (1) organization of the program, (2) classroom visitation and demonstration teaching, (3) length, location, and enrollment in the program, and (4) mathematical content in the program. (RP)

ED 018857 (EA) Rubin, Louis J.
THE CENTER FOR COORDINATED EDUCATION AND EDUCATIONAL CHANGE. February 1968. 18 p.
Price: MF $0.25 HC $1.00

The Center for Coordinated Education seeks, through practical experiments in schools, to learn more of needed improvements and the processes for their realization. During the 1967-1968 period, the Center is sponsoring three series of projects. (1) Testing of a new approach to the professional growth of principals and teachers will involve 10 schools and their total instructional staffs, will utilize the principal as instructional leader, and will integrate major components of classroom instruction. These training programs

will attempt to achieve greater consistency in the schools' instructional programs by reducing conflicting teaching goals and by increasing congruence of teaching objectives and methods. (2) Projects in the diagnosis of school weaknesses will require the corporate school staff to compare actual student achievement of learning objectives with anticipated achievement. The diagnostic procedure will consist of clarification and appraisal of purpose, evaluation of instruction in terms of stated objectives, diagnosis of factors accounting for differences between anticipated and actual teaching outcomes, and planning improvements. (3) Eleven projects on the utilization of innovations are designed to increase knowledge about the rational use of innovations. Preparation for installation of an innovation will include specification of expected benefits, innovation appropriateness, staff retraining, required materials, and effects. This paper was prepared for delivery to the American Educational Research Association (Chicago, Illinois, February 8-10, 1968). (HM)

ED 019190 (RE) Mahaffey, James P., and others
GENERAL IMPROVEMENT OF READING, GRADES 1-12, TEACHER TRAINING PROGRAM OF TITLE III, P.L. 89-10. 1967. 47 p.
Price: MF $0.25 HC $2.45

The evaluation of a project in reading instruction in a teacher training program is reported. The project was an extensive effort to upgrade the teaching of reading skills at the elementary, junior, and senior high school levels. Teachers were oriented to new materials and new approaches for teaching basic reading skills. The use of selected materials reflected major methods of teaching phonics, linguistic techniques, basal readers, language experience, and individualized reading. A detailed outline for all phases of the program is included. Plans and suggestions for the continued operation of the project are provided. (MC)

ED 020134 (SE) Hoffart, Ervin H.
THE ROLE OF HIGH SCHOOL TEACHERS IN DISSEMINATING NEW ELEMENTARY SCIENCE CURRICULUMS. Final Report. Newton, Mass.: Education Development Center, March 1968. 33 p.
Price: MF $0.25 HC $1.75

Reported are two studies of the Newton, Massachusetts Education Development Center. In one study data on workshops to acquaint high school physics teachers with new science curriculum materials are reported. The workshops were held at 23 area meetings and attended by 755 high school science teachers during the 1966-67 school year. The workshops involved a two-hour presentation and discussion on the (1) Harvard Project Physics (HPP), (2) Elementary Science Study (ESS), (3) Introductory Physical Science (IPS), and (4) Intermediate Science Curriculum Study (ISCS). Data indicated (1) that high school physics teachers profit from exposure to new science curriculum materials, including those designed for the elementary school, and that in some cases, this exposure results in the development of workshops for other science teachers and

the use of the new materials by elementary and junior high school teachers, and (2) that there are many sound science course materials, but that these new materials are not widely used. The second study involved high school students teaching elementary school students using the new science curriculum materials. Specifically, 16 high school physics students taught ESS units in the elementary grades, one hour, three days a week over a period of three weeks. The results did not give clear-cut answers to any of the questions investigated. (DS)

ED 020162 (TE) Doherty, Victor W.
THE CARNEGIE PROFESSIONAL GROWTH PROGRAM, AN EXPERIMENT IN THE INSERVICE EDUCATION OF TEACHERS. 1967. 9 p.
Price: MF $0.25 HC $0.55

In cooperation with the Carnegie Corporation of New York, the Portland, Oregon Public Schools developed a program for in-service education. Objectives were to work with universities in preparing in-service courses for teachers of all subjects and grade levels, to train public school teachers as in-service education instructors, and to find methods of evaluating the courses. Teachers in adjacent school systems were invited to attend the courses, and, later, the Portland School District Organization was decentralized, improving communication between teachers and directors and thus increasing program participation. Uncovered in planning the courses was the difficulty that teachers exhibited in defining course objectives. To help eliminate this problem, a form was designed for recording objectives and learning experiences. Evaluation of the courses was accomplished through the testing and written comments of teachers and students. In addition to improved in-service education, the project resulted in professional growth and the identification of talented teachers. (This article appeared in The Journal of Teacher Education, Vol. 18 (Fall 1967), 261-268.) (JS)

ED 020349 (VT) Bohn, Ralph C.
NDEA TITLE XI INSTITUTE FOR ADVANCED STUDY IN INDUSTRIAL ARTS (SAN JOSE STATE COLLEGE, JUNE 19-JULY 28, 1967). Final Technical Report. 1967. 95 p.
Price: MF $0.50 HC $4.85

The institute was held to improve instruction and update curriculum offerings through the development of new instructional materials and procedures whereby industrial materials may be integrated into the laboratory activities of industrial arts programs. The 24 participants were teacher educators, supervisors, and teachers from 16 states. Phase I was devoted to a technological study of chemical, physical, and mechanical properties of industrial materials. During phase II the participants utilized the technical instruction of phase I to develop 60 units of instruction based on industrial materials. The development of these units involved the building and testing of demonstration models for use as instructional media. A day-by-day description of the institute program, an evaluation report and details of the administration of the institute are included. (EM)

ED 020526 (CG) Parsons, Thomas S.; Cave, William M.
TOWARD A THEORY OF HOME, SCHOOL, AND COMMUNITY INTERRELATIONS. Ann Arbor: Michigan University. 31 p.
Price: MF $0.25 HC $1.65

This theory of the community school program is presented through detailed discussion of urban trends. The authors describe the historical prevalence of the economic and educative functions of families and the effects of urbanization on those functions. Profound interpersonal estrangement in modern urban patterns of family living is discussed, with emphasis on effect of schools on the familial, educative responsibility. The loci of the teaching function are listed as--(1) the learner, (2) peers, (3) parents, and (4) the teacher. This report ends with a plea for the restoration of education to community life. The Mott Program in Flint, Michigan is cited as a model for schools as round-the-clock centers for interaction and discussion. The community school theory emphasizes communication and cooperation between the school and its patrons. Schools are used for adults as well as children to familiarize the community with the staff, purposes, procedures, facilities, problems, and potentialities of the educative process. With full involvement of school and community, education can become a more effective instrument. (PH)

ED 020569 (EA) Downey, Loren W.
PLANNED CHANGE--A SELECTED BIBLIOGRAPHY. University Council for Educational Administration, 1968. 29 p.
Price: MF $0.25 HC $1.24

This starter bibliography lists 154 books, articles, and monographs published between 1932 and 1968 in the subject area broadly designated as planned change. Emphasis is on the school as a social organization and the contribution of sociological thought in affecting organizational change. Schematic figures are included to clarify organization of the material and to provide guidelines for further development of the subject area. (TT)

ED 020588 (EA) Willower, Donald J.
THE TEACHER SUBCULTURE AND CURRICULUM CHANGE. May 1968. 28 p.
Price: MF $0.25 HC $1.50

This faculty seminar paper views the school as a small society operating within a framework of norms and roles. To determine the primary features of the teacher subculture, a 14-month field study was conducted in a junior high school, and observations of teacher socialization and pupil control were compared for schools following custodial and humanistic pupil control ideologies. Supported predictions include--(1) teachers are more custodial in pupil control than principals or counselors, (2) secondary school teachers and principals are more custodial than their elementary school counterparts, and (3) increased custodialism accompanies teacher socialization. In its wider social setting the school is concerned with community support, a reputation for innovation, and specialization to make environmental conflict less burdensome. While curriculum

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